

ENGLISH GRAMMAR & COMPOSITION

for
Class VII



PUNJAB SCHOOL EDUCATION BOARD

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FOREWORD

Ever since its inception in 1969, the Punjab School Education Board has been continuously engaged in developing and reviewing the syllabi in different subjects from time to time in accordance with the changing educational needs at the State/National level. The main objective of the Board in preparing language textbooks has been to provide the students with interesting and appropriate reading material. The material aims to equip the students with the four skills of language i.e. listening, speaking, reading and writing, as well as enable them to use these in their day-to-day life.

Due to the widespread demand for learning English, the Government of Punjab introduced English as a subject from Class I in the year 1998. In view of the above decision, the Punjab School Education Board undertook the task of preparing a new syllabus for English for Classes I to VIII. The existing textbooks were reviewed and a new series of English Readers for Classes I to VI were developed, which are presently being used by all the schools. This book is the seventh in the series based on the new syllabus. The language package which has been prepared for Class VII consists of this Grammar book and an independent Reader. Through this Grammar book, we intend to equip the students to use Grammar rather than just be able to recite the rules of Grammar. A lot of practice in the use of grammatical items has been given through interesting exercises. The exercises are properly selected, carefully framed and graded.

The book in hand has been prepared by Ms Sushmita Malik, edited by Mr. Manoj Kumar and vetted by Dr. D.V. Jindal and Dr. Sharan Pal Singh under the able guidance of Ms Jagbir Kaur Brar.

I am very grateful to all experts who contributed generously to the development and finalisation of the manuscript of this book. It is hoped that both the teachers and students will find the book enjoyable to read.

The Board will welcome comments and suggestions on any aspect of this book for its improvement.

Chairperson

Punjab School Education Board

ABOUT THE BOOK

This is the second book of the series. It is specially designed to help children attain proficiency in the use of language. In this book, basic grammatical concepts have been defined and well explained with the help of simple illustrations.

The exercises given are well graded. A large number of exercises have been provided for sufficient reinforcement of the concepts taught. Puzzles, word grids, interesting activities and stimulating exercises have been incorporated to make the learning an enjoyable and long lasting experience. Comprehension passages, composition, letter, paragraph and creative writing have been included to develop self-expression and creativity of the student.

Three assessment sheets at the end of the book allow for continuous and comprehensive evaluation. These test papers are samples only and the teacher should prepare more such papers for practice.

It is hoped that this series will foster language development in the students and enable them to use the language confidently, correctly and fluently.

Authors

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THE NOUN

1.1 Read the following sentences :

1. The balloon was flying in the sky.
2. The woman was going for shopping.
3. Flowers bloom in the spring.
4. The giraffe has a long neck.
5. The station was crowded.

You will notice that the underlined words in the above sentences are all naming words. A **naming word** is called a **noun**. Nouns are of many kinds. Some nouns give a common name to a person, animal, place or thing of the same kind.

Woman is a common name that refers to a person.

Giraffe is a common name that refers to an animal.

Station is a common name that refers to a place.

Balloon and flowers are common names that refer to things.

Similarly — sky, spring and neck are also **naming words**.

A noun that names a person, animal, place or thing of the same kind or class is called a *common noun*.

EXERCISES

I. Underline the **common nouns** in the following sentences. Some sentences have more than one common noun. The first one has been done for you.

1. The baby was afraid of the dark.
2. Many people were being treated in the hospital.
3. The sky was full of dark clouds.
4. My house is very large.

5. I like to play with my favourite toys.
6. Books give us a lot of information.
7. Amarjit has injured his arm.
8. The old lady was very lonely.
9. The train to Jalandhar was late again.
10. The teacher spoke to her students.
11. Simran loves watching television.

II. Fill in the blanks with suitable **common nouns** to form meaningful sentences :

1. Ravi could not find hisin his bag.
2. Rahim fell into the
3. The was late today.
4. Our is very beautiful.
5. We bought some yesterday.
6. I saw a long

1.2 Read the following sentences:

1. Limca is a very popular drink.
2. Rover is the name of my friend's pet dog.
3. The earthquake in Gujarat claimed many lives.
4. Chandigarh is the capital of Punjab.
5. Mrs. Singh is the President of the ladies club.

You will notice that the underlined words in the above sentences are all naming words. They give a **special name** to a particular person, animal, place or thing.

Mrs.Singh is a special name that refers to one particular person.

Rover is a special name that refers to one particular animal.

Gujarat, Chandigarh and Punjab are special names that refer to particular places.

Limca is a special name that refers to a thing.

A noun that is special to a particular person, animal, place or thing is called a *proper noun*. A proper noun always begins with a capital letter.

EXERCISES

I. Underline the **proper nouns** in the following sentences. Some sentences have more than one proper noun. The first one has been done for you :

1. Nutan was a great actress of India.
2. Ravana is a character from the Ramayana.
3. The Ganges flows down from the Himalayas.
4. Children enjoyed themselves at Appu Ghar.
5. The Esteem is an expensive car.
6. Princess Rana died in a tragic road accident.
7. Mr.Mohan uses a Videocon washing machine.
8. The Charminar is in Hyderabad.
9. The film *Sholay* was seen by a large number of people.
10. February is the shortest month of the year.
11. Verka ice cream is available in many flavours.

II. Fill in the blanks with suitable **proper nouns** to form meaningful sentences :

1. My pet dogis very lovable.
2.is a popular hill station.
3. My favourite television programme is.....
4. The film is running at four theatres.
5. The month of is very cold.

1.3 Read the following sentences:

1. Our team won the match.
2. We gave a bouquet of flowers to our teacher.
3. The shepherd is looking after his flock of sheep.
4. Mother lost her bunch of keys.
5. There was a big crowd near the market.

You will notice that the underlined words in the above sentences stand for a *collection* of persons, animals or things.

1. The word team stands for a collection of players.
2. The word bouquet stands for a collection of flowers.
3. The word flock stands for a collection of sheep.
4. The word bunch stands for a collection of keys.
5. The word crowd stands for a collection of people.

A noun that stands for a collection of persons, animals or things and is considered as one complete whole is called a *collective noun*.

EXERCISES

- I. Underline the **collective nouns** in the following sentences. The first one has been done for you :
1. The army marched forward to occupy the land.
 2. Father bought a packet of sweets.
 3. Our class is very noisy.
 4. The mob destroyed the furniture.
 5. We booked a suite of rooms in the hotel.
 6. A herd of cattle was grazing in the field.
- II. Fill in the blanks in the following phrases with **collective nouns**. Choose from the box given below :

grapes	bees	sticks	soldiers	stones
bananas	musicians	sailors	wolves	puppies

1. a band of.....
2. a bundle of.....

- | | |
|-----------------------|----------------------|
| 3. a heap of..... | 4. a bunch of..... |
| 5. a regiment of..... | 6. a pack of..... |
| 7. a swarm of..... | 8. a bunch of..... |
| 9. a crew of..... | 10. a litter of..... |

III. Choose from the following list of **collective nouns** to form meaningful sentences :

school	library	pride	audience	committee
--------	---------	-------	----------	-----------

- Theheld a two-hour meeting.
- Theenjoyed the film.
- We saw a.....of whales in the sea.
- Theof lions was an impressive sight.
- The students collected books from the.....

1.4 Read the following sentences:

- Honesty is the best policy.
- The length of the room was much more than its breadth.
- Noor Jahan was admired for her beauty.
- The thief moved quietly in the darkness.
- Birbal was known for his wisdom.

You will notice that the underlined words are nouns but they do not name persons, animals or things. These nouns name **qualities, state of things** or **ideas** that we can think about but cannot see or touch.

- The word honesty stands for a quality.
- The words length and breadth stand for a state of things.
- The word beauty stands for a quality.
- The word darkness stands for a state of things.
- The word wisdom stands for a quality.

A noun that stands for a quality, state of things or idea that we can think about but cannot see or touch is called an *abstract noun*.

EXERCISES

I. Underline the **abstract nouns** in the following sentences. The first one has been done for you :

1. Soldiers are known for their bravery.
2. Books provide us with knowledge.
3. My grandfather enjoys good health.
4. We lost hope of finding our stolen jewellery.
5. Raj suffered a loss when he sold his house.
6. Navin was in deep pain **after** he **fell**.
7. The teacher told the parents about their son's progress.
8. The little boy cried in fear on seeing the tiger.
9. It is our duty to respect our parents.
10. Most of us are afraid of failure.

II. Match **abstract nouns** from the given box that are opposite in meaning to those listed below. One has been done for you :

life	success	war	hatred	wealth	disagreement
cowardice	pain	cruelty	sorrow	noise	dishonesty

- | | | | |
|--------------|--------------|--------------|-------|
| 1. silence | <u>noise</u> | 2. kindness | _____ |
| 3. love | _____ | 4. happiness | _____ |
| 5. agreement | _____ | 6. bravery | _____ |
| 7. peace | _____ | 8. pleasure | _____ |
| 9. death | _____ | 10. poverty | _____ |
| 11. honesty | _____ | 12. failure | _____ |

1.5 Phrase as Noun :

In relation to a sentence, a phrase may act as a noun. A phrase doing the work of a noun is called a **noun phrase**.

Look at the following sentences :

1. **To err** is human.
2. **Understanding a problem** needs patience.
3. I do not know **how to cook food**.
4. She likes **reading poetry**.
5. **Getting up early in the morning** is a good habit.

EXERCISE

I. Underline the **noun phrases** in the following sentences.

1. I enjoy swimming in the river.
2. Serving our country is our duty.
3. Helping the poor gives me joy.
4. His dislike for me is unjustified.
5. My love for my friends is deep.

1.6 Clause as Noun :

A clause doing the work of a noun is called a **noun clause**. Look at the following sentences :

1. **What he has done** is understandable.
2. I agreed to **what he decided**.
3. She hopes **that she will win the competition**.
4. The fact is **that he is a rich man**.
5. No one knows **where he comes from**.

EXERCISE

I. Underline the **noun clause** in the following sentences.

1. I believe that he is honest.
2. Let me know where you are going.
3. No one doubts what he says.
4. I hope that he will pass his examination.
5. I do not know what he wants to do after graduation.

2

NOUN : NUMBER

Read the following sentences:

1. The boy was playing football.



2. The school bus met with an accident.
3. Mother poured out a glass of milk.
4. The fox could not catch the hen.
5. Raj lost the brush he had bought.
6. Where is the watch that uncle bought ?
7. The earthquake destroyed the city.
8. Where is your office key?
9. Rina bought a loaf of bread from the shop.
10. The thief was caught before he could enter the shop.
11. The knife slipped from his/her bag.
12. The roof of the hut was blown away.
13. We took a mango from the basket.
14. The child was playing with a dog.
15. The farmer was looking for his missing ox.
16. I hurt my foot while playing.

17. The cat caught the mouse.
18. The tall woman is my aunt.
19. The old man is very weak.
20. The boy is doing his homework.

You will notice that the underlined words in the above sentences are all nouns that refer to a *single* person, animal, place or thing.

A noun that stands for one person, animal, place or thing is said to be in the *Singular Number*.

Now read the following sentences :

1. The boys were playing football. (boy)
2. The school buses met with an accident. (bus)
3. Mother poured out glasses of milk. (glass)
4. The foxes could not catch the hen. (fox)
5. Raj lost the brushes he had bought. (brush)
6. Where are the watches that uncle bought ? (watch)
7. The earthquake destroyed the cities. (city)
8. Where are your office keys? (key)
9. Rina bought loaves of bread from the shop. (loaf)
10. The knives slipped from his/her bag. (knife)
11. The roofs of the huts were blown away. (roof)
12. We took some mangoes from the basket. (mango)
13. The children were playing with a dog. (child)
14. The farmer was looking for his missing oxen. (ox)
15. I hurt my feet while playing. (foot)
16. The cat caught the mice. (mouse)
17. The tall women are my aunts. (woman)

You will notice that the underlined words in the above sentences are all nouns that refer to many persons, animals, places or things. The words in brackets stand for a single person, object, animal or thing.

A noun that stands for more than one person, animal, place or thing is said to be in the Plural Number.

Note : Most nouns change their form when they change from the singular to the plural number.

The nouns that change their form from the Singular to the Plural are called Countable Nouns.

Let us now learn to form plural nouns. There are **some main guidelines** that you must follow. These will help you to change singular nouns into their plural forms.

SOME IMPORTANT GUIDELINES

I. Look at the following sentence :

The girls were plucking flowers.

In the above sentence, the plural is formed by adding **-s** to the singular noun girl.

Most nouns form their plurals by adding **-s** to the singular, e.g. :

door	doors	bee	bees	house	houses	cow	cows
eye	eyes	year	years	rose	roses	month	months
		shop	shops	egg	eggs.		

II. Look at the following sentences :

1. The school buses left early today.
2. Mother poured out glasses of milk.
3. The foxes could not be seen.
4. Raj lost the brushes he had bought.
5. Where are the watches that father bought ?

In the above sentences the plural is formed by adding **-es** to the singular nouns ending with **-s, -ss, -x, -sh** or **-ch**.

Therefore, nouns ending in **-s, -ss, -x, -sh** or **-ch** form their plurals by adding **-es** to the singular, e.g. :

gas	gases	class	classes	ass	asses	bunch	bunches
dish	dishes	ash	ashes	bench	benches	church	churches
		box	boxes				

III. Look at the following sentence :

The earthquake destroyed the cities.

In the above sentence, the plural is formed by changing the singular noun ending in **-y** into **-ies**. This is because **-y** has a consonant before it.

Nouns ending in **-y** and having a consonant before them form their plurals by changing **-y** into **-ies**, e.g. :

baby	babies	army	armies	pony	ponies	fairy	fairies
story	stories	lady	ladies	family	families	country	countries
		duty	duties	fly	flies		

IV. Look at the following sentence :

Where are your office keys?

In the above sentence, the plural is formed by adding **-s** to the singular noun. This is because **-y** has a vowel before it.

Nouns ending in **-y** and having a vowel before them form their plurals by adding **-s** to the singular, e.g. :

boy	boys	monkey	monkeys	toy	toys
essay	essays	ray	rays	valley	valleys
way	ways	day	days		

V. Look at the following sentences :

Rina bought loaves of bread from the shop.

The knives slipped from her bag.

In the above sentences, the plural is formed by changing the singular nouns ending in **-f** and **-fe** into **-ves**.

Nouns ending in **-f** and **-fe** form their plurals by adding **-ves** to the singular; e.g. :

calf	calves	half	halves	leaf	leaves	wolf	wolves
life	lives	wife	wives	thief	thieves		

VI. Look at the following sentence :

Roofs of the huts were blown away in the cyclone.

In the above sentence, the plural is formed by adding **-s** to the singular noun ending in **-f**.

Some nouns ending in **-f** form their plurals by adding **-s** to the singular; e.g. :

hoof	hoofs	dwarf	dwarfs	proof	proofs
gulf	gulfs	chief	chiefs	handkerchief	handkerchiefs

VII. Look at the following sentence :

We took some mangoes from the basket.

In the above sentence, the plural is formed by adding **-es** to the singular noun ending in **-o**. This is because it has a consonant before it.

In many cases nouns ending in **-o** that are preceded by consonants form their plurals by adding **-es** to the singular; *e.g.* :

potato	potatoes	hero	heroes	tomato	tomatoes
buffalo	buffaloes	volcano	volcanoes	mosquito	mosquitoes

VIII. Look at the following sentences :

1. Children were playing with the ball.
2. The farmer was looking for his missing oxen.

In the above sentences, the plural is formed by adding **-en** to the singular nouns. These are called **irregular nouns**.

IX. Look at the following sentences :

1. I hurt my feet while playing.
2. The cat caught the mice.
3. The tall women are my aunts.

In the above sentences, the plurals are formed by a change in the inside vowels of the singular nouns.

Some nouns form their plurals by a change in the inside vowels of the singular. *e.g.* :

goose	geese	tooth	teeth	louse	lice	man	men
-------	-------	-------	-------	-------	------	-----	-----

X. Plurals are also formed in some other ways. Given below are a few examples of how some **compound nouns** form their plurals :

Singular	Plural
mother-in-law	mothers-in-law
washerman	washermen
stepson	stepsons
passer-by	passers-by
Governor-General	Governor-Generals

Read the following sentences :

1. The lost **sheep** was found.

2. **Sheep** give us wool.
3. I saw a beautiful **deer** in the zoo.
4. These **deer** have long horns.
5. We caught a large **fish** yesterday.
6. There were a number of **fish** (or **fishes**) in the pond.
7. Mother purchased one **dozen** bananas.
8. Maya has three **dozen** hair clips.

The above sentences show that nouns such as sheep, deer, fish and dozen have the same form in the singular and the plural.

XI. Some nouns remain unchanged in their singular and plural forms.

Read the following sentences :

1. We bought **furniture** for our new house.
2. The **news** of the crime was true.
3. The beautiful **scenery** of Kashmir fascinated me.
4. There were four cups of **tea** on the table.
5. The carpenter works with **wood**.

The nouns in bold in the above sentences are always singular.

There are some nouns that can be used in the singular only. These are called **uncountable nouns**.

XII. Read the following sentences :

1. My **spectacles** are broken.
2. Arun's **trousers** are smart.
3. The **scissors** have gone blunt.
4. The **cattle** were lying in the field.
5. Several **people** were hurt in the accident.

The nouns in these sentences are always used in the plural.

There are some nouns that are always plural.

XIII. Read the following sentences :

Singular	Plural
The road is flooded.	Roads are flooded.
The school was closed yesterday.	Schools were closed yesterday.
The old man is holding a walking stick.	Old men are holding walking sticks.
The peacock is a beautiful bird.	Peacocks are beautiful birds.
This dress is blue in colour.	These dresses are blue in colour.

When the Subject changes from Singular to Plural, the Predicate of the sentence must also change.

EXERCISES

- I. Singular nouns are underlined in the following sentences. Change these into plural. Make the other required changes in the predicates.
1. The mouse hid under the table.
 2. The ox was run over by a bus.
 3. The boy lost his new hairbrush.
 4. The blue-coloured glass is in the large box.
 5. A fly sat on the ripe mango.
 6. Raman cut a slice of bread with a sharp knife.
 7. The woman works in the city nearby.
 8. The washerman has lost a tooth.
 9. The goose belongs to our man-servant.
 10. She bought a painting for her bedroom wall.
- II. Plural nouns are underlined in the following sentences. Change these into singular nouns and make the other necessary changes.
1. Delicious dishes are on the dining tables.
 2. Poisonous gases killed the boys.
 3. Armies used asses to carry their loads.
 4. Thieves wanted to loot the churches.
 5. Mosquitoes bit our wives while we were on a trip.
 6. Children broke their teeth while playing.
 7. Governor-Generals were praised for performing their duties.
 8. Horses injured their hoofs when their carts overturned.

3

NOUN : GENDER

Read the following sentences :

1. The man has built a new house.
2. My uncle lives in Bangalore.
3. My grandfather lives in a house by the sea.
4. The actor was entering the film studio.
5. The lion is the king of the jungle.

You will notice that the underlined nouns in the above sentences are all names of *male* persons or animals.

Nouns that indicate male persons and animals are said to be in the **masculine gender**.

Read the following **sentences** :

1. Their mother is unwell.
2. The tigress was protecting her babies.
3. The rich man appointed a governess for his children.
4. There were some peahens in the zoo.
5. The village lass was singing a sweet song.

You will notice that the underlined nouns in the above sentences are all names of *female* persons or animals.

Nouns that indicate female persons and animals are said to be in the **feminine gender**.

A feminine noun can be formed from a masculine noun in the following different ways :

1. Some feminines can be formed from the masculines by adding **-ess** to the masculine as :

Masculine	Feminine	Masculine	Feminine
poet	poetess	shepherd	shepherdess
author	authoress	priest	priestess
host	hostess	lion	lioness
prince	princess	heir	heiress
count	countess		

2. Some feminines can be formed from the masculines by making a slight change before adding -ess to the masculine, as :

Masculine	Feminine	Masculine	Feminine
emperor	empress	hunter	huntress
waiter	waitress	god	goddess
actor	actress	duke	duchess
headmaster	headmistress		

3. The feminines of some compound nouns can be formed from the masculines by changing that part which shows the gender as :

Masculine	Feminine	Masculine	Feminine
land-lord	land-lady	he-goat	she-goat
man-servant	maid-servant	brother-in-law	sister-in-law
step-mother	step-father	son-in-law	daughter-in-law
father-in-law	mother-in-law	step-son	step-daughter
salesman	saleswoman	milkman	milkmaid

4. Many nouns have different words for the feminine and the masculine as :

Masculine	Feminine	Masculine	Feminine	Masculine	Feminine
monk	nun	wizard	witch	bachelor	spinster
sir	madam	horse	mare	cock	hen
king	queen	boy	girl	tom-cat	tabby-cat
colt	filly	fox	vixen	gentleman	lady
gander	goose	dog	bitch	husband	wife
		hero	heroine	widower	widow
bull	cow	buck	doe	bridegroom	bride

5. Read the following sentences :

1. My cousin is having a bath.
2. They were going to meet the doctor.
3. The teacher was discussing the examination papers.
4. Which artist has painted this picture?
5. Maya was going to visit her friend.

You will notice that the underlined nouns in the above sentences are all names of both males and females.

Nouns that indicate both males and females are said to be in the **common gender**.

6 Read the following sentences :

1. They built their houses on a hill.
2. Do not lend the book I have given you to anyone.
3. The gate of the palace was a heavy one.
4. You must observe silence in a library.
5. Wheat is the main crop of Punjab.

You will notice that the underlined nouns in the above sentences are neither male nor female because they are all names of non-living things.

Nouns that indicate non-living things and are neither male nor female are said to be in the **neuter gender**.

EXERCISES

I. Write the masculine/feminine forms of the following nouns :

Masculine	Feminine	Feminine	Masculine
horse		lady	
wizard		cow	
lad		peahen	
fox		tigress	
heir		countess	
husband		goose	
colt		daughter	
salesman		doe	
brother		mother	
cock		aunt	

- ii. Indicate the masculine, feminine, common and neuter genders in the following table :

Noun	Gender	Noun	Gender
parent		headmaster	
child		pupil	
sky		pen	
desk		king	
plate		actress	
madam		teacher	
landlord		nun	
doctor		poet	
witch		nurse	
daughter-in-law		pilot	
television		captain	
bulb		dress	
niece		friend	

4

NOUNS : Countable and Uncountable

Most common nouns are **countable**. We put the article *a* or *an* before the singular form of the noun, and when there are more than one, the noun changes to its plural form.

Countable in singular	Countable in plural
a pencil	pencils
an apple	apples
a bag	bags
a tooth	teeth

Read the following :

I drank **milk**, had some **bread** and **jam**. I then washed my hands with **soap** and combed my **hair**.

There are nouns in the passage marked in bold that do not have a plural form; you cannot use the article *a* or *an* before them. These nouns are called **uncountable nouns**. We use *many* and *a few* before countable nouns and *much* and *a little* before uncountable nouns, e.g.:

1. I do not have *much* money but I have *many* friends.
2. I ate *a few* biscuits and drank *a little* water.

We use phrases of quantity to show how much or how many, e.g.:

- a kilo of onions
- a litre of milk
- a packet of matches

Sometimes an uncountable noun in one sense can be countable when it has a different meaning, e.g. :

1. The window panes are made of *glass*. - *uncountable*
2. There are three *glasses* of water on the table. - *countable*

Sometimes an uncountable noun can be used as a countable noun when we speak of different kinds, e.g. :

A large variety of teas and jams is available these days.

EXERCISES

I. State whether the underlined nouns are *Countable* or *Uncountable*:

1. Her clothes are dirty and torn.
2. We shut the window to keep the dust out.
3. The kitchen was cleaned thoroughly last week.
4. I have no information about Nina.
5. The cushion has a colourful cover.
6. The villager was unwilling to accept the advice he was given.

II. Fill in the blanks with *many* or *much* :

1. I don't have _____ paper so I can't write a letter.
2. Simi ate so _____ eggs that she fell sick.
3. I did not have _____ rice for lunch.
4. Ravi has _____ friends in Delhi.
5. We should avoid eating too _____ ghee.

III. Fill in the blanks with *a few* or *a little* :

1. Rani carried _____ books with her.
2. I take _____ sugar in my tea.
3. Last week we had _____ rain.
4. I have _____ coins in my purse.
5. She was left with _____ money for the trip.

IV. Use phrases of quantity from the box to complete the sentences:

a box of	a tuft of	a bunch of	a gust of
a piece of	a pinch of	a kilo of	a cup of

1. Raman added _____ salt to the rice.
2. Jasjit gave me _____ flowers.
3. I had _____ tea before leaving.
4. Mini received _____ sweets from her father.
5. We have _____ bread for breakfast.
6. He bought _____ potatoes from the shop.
7. The child pulled out _____ grass.
8. _____ wind blew the clothes away.

V. Fill in the blanks with *a* or *an* where needed and put a cross where not needed :

1. Do you like _____ coffee better than _____ tea ?
2. _____ brave man is not afraid of _____ darkness.
3. Bring _____ kilo of sugar from the market.
4. Kindness is _____ good quality.
5. He drinks _____ water and _____ glass of juice.
6. The bangle is made of _____ gold.

VI. Correct the following sentences and rewrite them :

1. She has grey hairs since a long time.
2. I handed over my luggages to the driver.
3. How many money do you need ?
4. A little pictures will brighten the room.
5. We must avoid drinking too many coffees.
6. How much shirts did you buy ?
7. A man eats meats but a lion eats fleshes.
8. Put a honey on this biscuit.
9. I saw much marks on the floor.
10. We want a peace everywhere.

5

NOUNS : Possessive Case

Read the following sentences :

1. They went to the house of their cousin yesterday.
2. The name of my dog is Rover.
3. The cubs of the lion were very playful.
4. These are the books of Simi.
5. I love to listen to the songs of my aunt.

You will notice that the above sentences look very awkward.

Now read the same sentences in another order. You will notice that the awkwardness of these sentences is gone.

1. They went to their cousin's house yesterday.
2. My dog's name is Rover.
3. The lion's cubs were very playful.
4. These are Simi's books.
5. I love to listen to my aunt's songs.

You will notice that each of the underlined nouns in the above sentences indicates possession of something by the possessor or owner. Therefore, they are said to be in the possessive case.

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

All the nouns in the above sentences are also in the Singular Number. An **apostrophe (')**s is used to form the possessive case of a singular noun.

The possessive case of a singular noun is formed by adding an apostrophe (')s.

Read the following sentences :

1. This month we celebrated the birthdays of some of our friends.
2. The baby tore the books of her sisters.

3. The pencils of the boys were lying on the bed.
4. The wind broke the nests of the birds.
5. The cars of the doctors are parked in this garage.

You will notice that the above sentences look very awkward.

Now read the same sentences in another order. You will notice that the awkwardness of these sentences has vanished.

1. This month we celebrated some of our friends' birthdays.
2. The baby tore her sisters' books.
3. The boys' pencils were lying on the bed.
4. The wind broke the birds' nests.
5. The doctors' cars are parked in this garage.

All the underlined nouns in the above sentences are in the Plural Number and end in -s. All such plural nouns use an apostrophe (') after the noun to form the possessive case. They do not need another -s after them.

The possessive case of a plural noun ending in -s is formed by adding an apostrophe (') after it. It does not need another -s.

Read the following sentences :

1. The children's school was near their homes.
2. We could hear the people's cries in the hospital.
3. They paid for the women's treatment.

You will notice that the underlined plural nouns in the above sentences do not end with an -s. Their possessive case is formed by adding an -s after the Plural Noun.

The possessive case of a plural noun that does not end in -s is formed by adding an apostrophe (') and s after it.

Read the following sentences :

1. The cupboard's keys are lost.
2. Father was searching for his trousers' belts.
3. The cups' saucers were kept on the table.
4. The trees' leaves are dry.
5. The room's door was not shut.

The underlined words in the above sentences refer to non-living things. That is why it is incorrect to use the apostrophe (') in these sentences.

In the case of non-living things, instead, we use the preposition 'of' to show possession.

Read the following sentences:

1. The keys of the cupboard are lost.
2. Father was searching for the belts of his trousers.
3. The saucers of the cups were kept on the table.
4. The leaves of the trees are dry.
5. The door of the room was not shut.

The underlined words in the above sentences use the preposition **of** to indicate possession of non-living things. The **possessive case** of a noun is used only for living things.

The preposition **of** is used instead of the **apostrophe (')** to indicate possession in the case of non-living things.

EXERCISES

- I. Use an apostrophe to show possession in the following groups of words. The first one has been done for you :

The watch of my brother	My brother's watch
The gift for Tara	
The dress of the baby	
The name of my cousin	
The gun of the soldier	
The shop of the grocer	
The hoof of the horse	
The crown of the king.	
The dinner for the guest	
The bag of the girl	

- II. Turn the following 'Possessives' into the Plural. The first one has been done for you :

The child's smile	The children's smile
The dog's tail	
The bird's egg	
The woman's sari	
The cricketer's bat	
My aunt's earring	
The minister's speech	
The chemist's shop	
The man's house	
My gardener's spade	

- III. Write the following groups of words in the possessive case. The first one has been done for you :

The refrigerator's door	The door of the refrigerator
The bed's cover	
The computer's mouse	
The television's screen	
Pencils' boxes	
Shirts' pockets	
The books' pages	
The suitcase's contents	
The fruit's skin	
Vegetables' skins	

6

VERBS : Main and Helping Verbs

Read the sentences given below :

1. Ranjit **is sleeping**.
2. Sohan **made** a kite.
3. The children **laughed**.
4. The boys **are going** out.
5. The team **will play** the match.

You will notice that every sentence describes some action. **The word that describes action in a sentence is a verb** and no sentence conveys sense without a verb. Sometimes the verb is a single word and sometimes more than one word. In sentences 2 and 3 the verbs are a single word i.e. *made* and *laughed*, In sentences 1, 4 and 5 the verbs comprise more than one word i.e. *is sleeping*, *are going* and *will play*.

In sentences 1, 4 and 5 the **main verbs** are **sleeping, going** and **play**. The **helping verbs** are **is, are** and **will**. They help the main verbs.

The main verbs are many but the helping verbs are only a few. The following are generally used as helping verbs :

List of helping verbs

is	will	would	has	do	be
am	shall	should	have	does	been
are	can	could	had	did	being
was	may	might			
were	must				

EXERCISES

- I. Pick out the helping verbs in the following sentences :
 1. I have found a bag.
 2. Where were you going yesterday?
 3. I am learning to swim.

4. He has lost his book.
5. You may go out now.
6. I will bring an orange for you.
7. They are cutting the hedge.
8. Where do you live ?
9. I shall give you some money.
10. You can go now.

II. Fill in the blanks with suitable helping verbs :

1. The teacher _____ not punish the whole class.
2. We _____ go for a picnic tomorrow.
3. Where _____ the books kept ?
4. Who _____ stolen my money ?
5. Which games _____ played in school ?
6. The winner _____ receive a prize from the chief guest.
7. _____ you seen the Taj Mahal ?
8. When _____ your tutor come to teach you ?
9. Ravi _____ go to London or America for his holidays.
10. _____ I help you with your problems ?

KINDS OF VERBS

Read the following sentences :

- I love mangoes and grapes.
- The teacher distributed books.
- The people climbed the stairs.
- The queen bought a necklace.
- The authoress wrote a book.

The underlined words in the above sentences are verbs.

A verb is a word that is used to describe the action of a person, animal or thing. It tells us about what a subject **does**, what the subject **is** or what the subject **has**. A verb indicates **doing, being** or **possessing**.

Read the following groups of words :

1. The man built
2. Mrs. Kapoor stitched
3. The doctor examined
4. Ranjit loves
5. The man has

You will notice that the underlined verbs do not make complete sense. Now read the following sentences. Some words have been added after the verb to complete the sense of the above groups of words.

The man <u>built</u> a house.	<u>What</u> did the man build?
Mrs Kapoor <u>stitched</u> a frock.	<u>What</u> did Mrs. Kapoor stitch?
The doctor <u>examined</u> the patient.	<u>Whom</u> did the doctor examine?
Ranjit <u>loves</u> mangoes.	<u>What</u> does Ranjit love?
The man <u>has</u> a blue bag.	<u>What</u> does the man has ?

An **Object** answers the questions formed with what or whom and the verb. For some verbs the object is needed to make sense of the sentence.

The words that are added to complete the sense of sentences are called Objects. The object is a part of the predicate of a sentence.

In certain cases an object completes the sense of a sentence. The **object** is a part of the **predicate** of a sentence.

When a verb requires an object to complete the sense of the verb, the verb is called a **Transitive Verb**. Thus *built, stitched, examined, loves* and *has* are all transitive verbs.

A transitive verb is one that requires an object to complete its sense.

Read the following sentences:

1. The baby cries.
2. The girls play.
3. The sun shines.
4. The Yamuna flows.
5. Johnny laughs.

The underlined verbs in the above sentences make complete sense by themselves. They do not need objects to complete their sense. A verb that does not need an object to complete its sense is called an **Intransitive verb**. Thus the verbs *cries, play, shines, flows, laughs* are intransitive verbs.

An intransitive verb is one that does not require an object to complete its sense.

Read the following sentences :

1. Simran is
2. My brother seems
3. Harpreet became
4. A thief lives
5. Their mother looked

The underlined verbs in the above sentences do not make complete sense by themselves. They are called **non-conclusive or incomplete verbs**. Some word or words of description must be added following the verbs to complete their sense.

Since the verbs in the above sentences do not express actions or show possession, they do not need objects to complete their sense. But they need other words to complete their sense.

Read the following sentences :

1. Simran is a clever girl.
2. My brother seems unwell.
3. Harpreet became a great singer.
4. A thief lives in fear.
5. Their mother looked at the picture.

The underlined words in the above sentences help complete the sense of the verbs. Verbs that require another word or other words after them to complete their sense are called **verbs of incomplete predication**.

A verb of **incomplete predication** is one that requires a word or other words to complete its sense.

The word or the group of words that are added to these verbs to complete their sense is called the **complement of the verb**. The complement of the verb usually consists of a noun or an adjective.

The underlined words in the above five sentences are the complements of their respective verbs.

A complement is a word or group of words that completes the predicate.

EXERCISES

- I. In the following exercise write transitive, intransitive or incomplete against the respective verbs :

Sentence	Kind of verb
Raja was studying.	
The woman is sleeping.	
The child has four pencils.	
Rabindranath Tagore died.	
Prem bought a car.	
The doctor treated.	
Miki seems happy.	
The teacher taught the students.	
Our friends look tired.	
The girls ran.	

- II. Underline the verbs in the following sentences and write the objects or complements alongside :

Sentence	Object/Complement
The jug is broken.	
Father wore his shirt.	
The dacoit killed the merchant.	
The passengers appear tired.	
Ajay wrote an essay.	
The baby smiles.	
Her uncle found the treasure.	
My friend seems annoyed.	
The bowler plays for the team.	
Our class screamed.	

- III. Complete the following sentences by supplying an object. Remember an object is a noun or pronoun to whom the action is directed. The first one has been done for you :

The teacher punished	<u>The teacher punished the children.</u>
The baby wants to drink	_____
The painter painted a	_____
Rashmi gave away	_____
He broke	_____
You have forgotten	_____
My friend saw a	_____
I heard	_____
The farmer pulled	_____
The sun gives	_____
The cat killed	_____
The tailor made	_____

8

AGREEMENT OF THE VERB WITH ITS SUBJECT

A verb must agree with its subject in number and person, as in the following :

1. I am tired.
2. You are tired.
3. He is tired.
4. They are tired.

Though all these sentences contain the same verb and the same tense (simple present), the form of the verb differs according to the person of the subject. A **singular subject** must have a **verb in the singular form**; a **plural subject** must have a **verb in the plural form**, e.g. :

1. The boy plays.
2. Each boy was given a sweet.
3. The boys play.
4. All the boys were given sweets.

This is called in grammar as the **noun-verb agreement**.

Be sure to know whether the subject is in the singular or plural. The following rules will help you to decide whether the subject is singular or plural.

1. When two or more singular subjects are connected by **and** to form the subject, the subject usually is followed by a verb of the plural form, e.g. :
 - (a) Shiela and Rani *have* gone to school.
 - (b) The teacher and her student *are* here.
 - (c) Cotton and jute *grow* in India.
 - (d) Akbar and Shah Jahan *were* Mughal kings.
2. Two or more singular subjects joined by **or**, **either-or**; **neither-nor**, are followed by a verb of the singular form, e.g. :
 - (a) Neither Aman nor his sister *was* there.
 - (b) Either Rani or Rama *has* to be present.

3. When a noun is singular in number and is joined to a second noun by **with**, **together with**, or **as well as**, etc., it is followed by a verb in the singular, *e.g.* :
- (a) Mrs Singh, together with her children, *has* gone to Agra.
 - (b) Raja, as well as Rana, *deserves* praise.
 - (c) The chief, with all his men, *was* killed.
4. If the singular subjects are preceded by **each** or **every**, the verb form is usually singular, *e.g.* :
- (a) Every boy and girl *was* happy.
 - (b) Each man and woman *was* given a gift.
5. When a plural noun comes between a singular subject and its verb, the verb should not agree with the nearest plural noun but with the real subject. *e.g.* :
- (a) The quality of the apples *was* poor.
 - (b) One of my friends *is* a doctor.
6. Some nouns which are plural in form, but singular in meaning, take a singular, verb, *e.g.* :
- (a) The *news is* interesting.
 - (b) *Politics is* not a common subject.
7. Some nouns are always considered in the plural (like scissors, spectacles, trousers, jeans, etc.), so they take a plural verb, *e.g.* :
- (a) My spectacles *were* stolen yesterday.
 - (b) His trousers *are* not washed.
 - (c) His jeans *were* torn.
8. An amount of money, a period of time, a distance or a weight is considered as one thing. So we use a singular verb with such subjects, *e.g.* :
- (a) Rupees fifty *is* not too much money these days.
 - (b) Three years *seems* a long time.
 - (c) Five kilogram *is* a heavy load to carry.
9. A collective noun can take a singular verb when the collection is considered as one **whole**. It is to be followed by a verb in plural form, when the **individuals** of the collection are taken separately, *e.g.* :
- (a) The army *has* marched ahead.

- (b) The crew *was* large.
- (c) The crew *were* arguing among themselves.
- (d) The police *was* put on high alert.
- (e) The police *were* welcomed with garlands.

EXERCISE

In each of the following sentences supply a verb in agreement with its subject.

1. My scissors _____ lost.
2. The police _____ investigating the case.
3. Neither of the students _____ right.
4. Raja and Rama _____ in the garden.
5. Gagan with his friend _____ come today.
6. Every boy and girl _____ invited for the programme.
7. Five rupees _____ too much for this item.
8. A packet of sweets _____ given to each child.
9. All the children _____ going for the movie.
10. Six kilometres _____ a long distance to walk.
11. Ram as well as Ravi _____ to be helped.
12. One of the students _____ hurt while playing.
13. The military _____ put on alert.
14. He, with his father, _____ among the first to arrive.
15. There _____ several mistakes in your work.
16. The quality of the fruits _____ very good.
17. No news _____ good news.
18. Twice three times _____ six.
19. Either he or I _____ at fault.

9

ACTIVE AND PASSIVE VOICE

Read the following sentences:

1. (a) The snake bit the girl.
(b) The girl was bitten by the snake.
2. (a) India won the hockey match.
(b) The hockey match was won by India.
3. (a) Mr. Singh closes the door.
(b) The door is closed by Mr. Singh.

The underlined words in the above sentences are all verbs.

In sentences 1a, 2a and 3a the subjects *snake*, *India* and *Mr. Singh* are the **doers** of action. In other words, the subjects of the verbs act, or they are active. Therefore the verbs bit, won and closes are said to be in the **Active Voice**.

In sentences 1b, 2b and 3b the subjects *snake*, *India* and *Mr. Singh* are the **receivers** of actions. In other words the subjects of the verbs do not perform actions, or are not active, or the subjects are passive. The subjects of the verbs are acted upon. Therefore, the verbs was bitten, was won and is closed are said to be in the **Passive Voice**.

- (a) **The Active Voice indicates that the subject of the verb is the doer of the action, or acts, or the subject of the verb is active.**
- (b) **The Passive Voice indicates that the subject of the verb is the receiver of the action, or is acted upon, or the subject of the verb is passive.**

Read the following sentences:

1. (a) Paramjit sings a song.
(b) A song is sung by Paramjit.
2. (a) My mother gave me a pen.
(b) A pen was given to me by my mother.

3. (a) She broke a bottle.
 (b) A bottle was broken by her.

The underlined verbs in sentences 1a, 2a and 3a are in the Active Voice. *Song* is the object of the verb *sings*; *pen* is the object of the verb *gave* and *bottle* is the object of the verb *broke*. Therefore, the verbs **sings, gave and broke** are **Transitive Verbs**.

- (a) **Only transitive verbs, that need to be followed by an object, can be changed into passive voice.**
- (b) **We also notice that when a sentence changes from the Active form to the Passive form, the object of the active form of verb becomes the subject of the passive form of verb, while the subject takes the position of the object.**

Points to be noted:

In the *passive voice* the following points are important :

1. The main verb is in the third form or the past participle form, e.g. **sung, given, broken**, etc.
2. With the changed form, one of these helping verbs is used : **is, am, are, were, was, be, being and been**.
3. The verb **being** comes after **is, am, are, was and were**.

Look at these examples :

Active	Passive
1. He writes many letters.	1. Many letters are written by him.
2. He wrote many letters.	2. Many letters were written by him.
3. He will write many letters.	3. Many letters will be written by him.
4. Farmers grow wheat.	4. Wheat is grown by farmers.
5. Farmers grew wheat.	5. Wheat was grown by farmers.
6. Farmers will grow wheat.	6. Wheat will be grown by farmers.
7. We help everybody.	7. Everybody is helped by us.
8. You stole my watch.	8. My watch was stolen by you.
9. Reena gave no books.	9. No books were given by Reena.
10. Raj took the children to school.	10. The children were taken to school by Raj.

EXERCISES

- I. Change the verbs in the following sentences from the Active to the Passive voice as in the given example:

Active	Passive
The author writes a book.	A book is written by the author.
We will visit her.	
Randhir kicked the ball.	
The architect designed my house.	
They will visit Jalandhar.	
Simi cooks meat.	
Rani bought a suitcase.	
I will clean my room.	
He shoots a bird.	
My father drove the car.	

- II. Change the verbs in the following sentences from the Passive to the Active voice, as in the given example :

Passive	Active
The goal was scored by Ahmed.	Ahmed scored the goal.
Reema is greeted by her friend.	
The table was dusted by Anuj.	
I will be scolded by my mother.	
I will always be loved by her.	
The school dress was lost by him.	
The pages were torn by them.	
Holi was celebrated by everyone.	
A song was sung by her.	
The garage will be cleaned by him.	

- III. State whether the verbs in the following sentences are in the active voice or in the passive voice. The first one has been done for you :

Sentence	Voice
The child is carried by her father.	Passive
Mrs. Verma is assisted by her son.	
The tailor made a beautiful design.	
I read an interesting story.	
Gandhiji nursed his sick wife.	
I will wash the dishes.	
A farewell party was given by the school.	
Rama gives a dance performance.	
Bhagat Singh is admired by all.	
The Taj Mahal was visited by many people.	
The Pandavas won the battle of Kurukshetra.	
Elephants carry logs.	

- IV. Make sentences in the passive voice from the words given below:

trust	punish	knock	catch
build	strike	welcome	open

10

THE SENTENCE

Read the following groups of words :

1. Harinder is a good painter.
2. Where are you going ?
3. Kirti works very hard.
4. What a beautiful day !
5. Delhi is the capital of India.

You will notice the following points in these sentences.

1. The groups of words from 1 to 5 begin with capital letters.
2. These word-groups end with a full stop, a question mark or an exclamation mark.
3. The word-groups make complete sense.

Read these words :

pot flowers the the are in

Do these words make sense or are they merely six words ?

They are merely six words that do not make a sense.

Now read the same words in another order :

The flowers are in the pot.

Do these words make sense ? Yes, they make complete sense.

Therefore we see that when words are placed in their proper order, they form what is called a **sentence**.

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

There are **three** things you must remember about a sentence :

1. The words must be placed in their proper order to make complete sense.
2. The first word must begin with a capital letter.
3. The sentence must end with a full stop (.), a question mark (?) or an exclamation mark (!).

EXERCISES

- I. Rewrite the following jumbled groups of words as sentences. (Remember to begin with a capital letter and end with a full stop, a question mark or an exclamation mark.)
1. faithful is animal the a dog
 2. so am I tired
 3. grandparents fond Ali is his of
 4. are when leaving for you Patiala
 5. best Ravi Harpreet friends are and
 6. cooks my food tasty mother
 7. got rain we in wet the
 8. has lakes Nainital lovely
 9. graceful is Radha a dancer
 10. circus the enjoyed children the
- II. Make sentences of your own with the following words. The first one has been done for you :

1.	fox	The fox is a cunning animal.
2.	clever	_____
3.	beauty	_____
4.	run	_____
5.	sweetly	_____
6.	behind	_____
7.	they	_____
8.	and	_____
9.	bouquet	_____
10.	the	_____
11.	children	_____

Types of Sentences

Sentences are of four types.

Read the following sentences :

1. Where is your house ?
2. We are going to visit our uncle.
3. Oh, how beautiful is the rain!
4. Harpreet, do your work.

You will see that all sentences begin with capital letters but they end with different punctuation marks. This is because each is a different type of sentence.

Sentence 1 asks a question and is called an **Interrogative** sentence.

Sentence 2 says or states something and is called an **Assertive** sentence.

Sentence 3 expresses a strong or sudden feeling and is called an **Exclamatory** sentence.

Sentence 4 expresses a command and is called an **Imperative** sentence.

- (a) A sentence that asks a question is called an Interrogative sentence.
- (b) A sentence that says or states or asserts something is called an Assertive sentence.
- (c) A sentence that expresses a strong or sudden feeling is called an Exclamatory sentence.
- (d) A sentence that expresses a command, request or advice is called an Imperative sentence.

EXERCISES

- I. Read the following sentences and say whether they are Assertive, Interrogative, Imperative or Exclamatory sentences :

1. What a sweet mango this is!	
2. Where are you going for a holiday ?	
3. I need your help to do this sum.	
4. Please close the door.	
5. Mr. Gupta is going for a walk.	
6. Do you play tennis every day ?	
7. How terribly hot it is!	
8. Be attentive when I teach.	
9. The rainbow has seven colours.	
10. Have you had your bath ?	

- II. Rewrite the following sentences inserting suitable punctuation marks. The first one has been done for you :

1. doesn't the nightingale sing sweetly	Doesn't the nightingale sing sweetly ?
2. nepal is a beautiful country	
3. how green the grass is	
4. leave the room immediately	
5. will you get me a glass of water	
6. sukhinder is a great singer	
7. what a naughty boy he is	
8. what is the answer to this question	
9. have your breakfast immediately	
10. gandhiji is called the father of the nation	
11. why do you want to go out now	
12. oh god what a beautiful sight	

- III. Turn the following statements into negatives and questions. The first two have been done for you :

	Statements	Negative	Interrogative
1.	She is a clever girl.	She is not a clever girl.	Is she a clever girl ?
2.	Ranjit likes mangoes.	Ranjit does not like mangoes.	Does Ranjit like mangoes ?
3.	Radha is happy.	_____	_____
4.	They have played badly.	_____	_____
5.	Rina bought a car.	_____	_____
6.	We are going for a picnic.	_____	_____
7.	They went to Shimla.	_____	_____
8.	You must go home now.	_____	_____
9.	We returned home in the evening.	_____	_____
10.	They can speak Punjabi.	_____	_____

11

THE PRONOUN



Read these sentences :

- (1) Mr. Singh is a teacher in Govt. High School, Ropar. Mr. Singh is loved by all the students. The students gave Mr. Singh a present.

Now read the same sentences :

Mr. Singh is a teacher in Govt. High School, Ropar. He is loved by all the students. They gave him a present.

The words *he*, *they* and *him* are used in place of *Mr. Singh*, and *the students* to avoid repetition. They are called **pronouns**.

A pronoun is a word used in place of a noun.

1. I went to a shop last night.
2. **We** will go to the market tomorrow.
3. Give **me** some sugar in the tea.
4. Where are **you** going ?
5. **They** went out.

The words **I**, **we**, **me**, **you**, **they** are all **pronouns**.

A pronoun that stands for a person or a thing is called a *personal pronoun*.

Personal Pronouns :

Personal pronouns are so called as they stand for three persons.

- (a) The person or persons **speaking** is the **first person**.
I, my, me, we, our, us, mine, etc.
- (b) The person or persons **spoken to** is/are the **second person**.
you and yours.
- (c) The person or persons **spoken about** is/are the **third person**.
he, him, she, her, they, them, etc.

Remember :

Pronouns can be **singular** or **plural** like **nouns**. Pronouns can be of **masculine, feminine, common** or **neuter gender**.

Look at the table :

Person	Singular	Plural	Gender
1st	I, my, me, mine	we, our, us, ours	used for both males and females (common).
2nd	you and yours	you and yours	used for both males and females.
3rd	He, him, his she, her, hers it, its	→	used for males.
		→	used for females.
		→	used for non- living things.
		they, them, theirs	used for males, females, animals and non- living things.

EXERCISES

- I. Fill in the blanks with **personal** pronouns. The first one has been done for you :

- I am sorry for having scolded **you**.
- Be careful while _____ cross the road.
- _____ had gone to an exhibition.

4. _____ told Shyam to listen to _____ advice.
5. _____ sister left for Chandigarh by bus.
6. Pammi and _____ mother are out.
7. Raj and Rafiq are out. _____ will return tomorrow.
8. Some people came for help. _____ gave _____ money.
9. Will _____ express _____ views to us ?
10. I sent the cash with Amarjit for _____ can be trusted.

ii. Underline personal pronouns. The first one has been done for you.

1. He does not care for what I say to him.
2. Will you accept our proposal ?
3. He asked me, "Is this pen yours or mine ?"
4. We were appreciated for the good work done.
5. We will achieve our goal if we work.
6. She had gone out with her brother.
7. He said his brother is unwell.

Reflexive Pronouns :

Look at these sentences :

1. I cook for **myself**.
2. We often talk about **ourselves**.
3. They will go by **themselves**.
4. He wrote the essay **himself**.
5. The ball fell by **itself**.

The pronouns in bold are **reflexive pronouns**.

In the above sentences you see the doer of the action is also the receiver of the action.

The pronouns *myself, ourselves, themselves, himself, itself, yourselves* are receivers of action and hence are called *reflexive pronouns*.

EXERCISE

III. Fill in the blanks with appropriate reflexive pronouns. The first one has been done for you :

1. I pack the meal **myself**.
2. Rohan, don't run or you will hurt _____.
3. The boy hid _____ behind the car.
4. We try to manage everything by _____.
5. Sarita wore the saree by _____.
6. The dog has hurt _____.
7. The boys made these kites _____.
8. The jar fell by _____ from the shelf.
9. Learn to solve the sums by _____.
10. We went _____ and got the tickets.
11. Mr. Goel is _____ a T.V. personality.
12. Mini drove to the party _____.

Emphatic Pronouns :

Look at these sentences :

1. I **myself** knitted the sweater.
2. She **herself** gave the sweets.
3. We **ourselves** told the children to come.
4. They **themselves** ran away.
5. He **himself** promised to help.
6. You **yourself** talked about the problem.

The pronouns *myself, themselves, ourselves, himself, herself, yourself* have been used.

A pronoun that is used for the sake of emphasis is called an emphatic pronoun.

Demonstrative Pronouns :

Look at the following sentences :

1. **This** is my purse.
2. **These** clothes are mine.

3. **Those** are your clothes.
4. **That** house belongs to Sujata.

The pronouns *this*, *that*, *those* and *these* are used to point at object or objects they refer to. So they are called **demonstrative pronouns**.

A pronoun that is used to point at the object or objects they refer to is called a *demonstrative pronoun*.

'*That*' and '*this*' are used for *singular objects*. '*Those*' and '*these*' are used for *plural objects*. '*That*' and '*those*' are used for *objects that are far* and '*this*' and '*these*' for *objects that are near*.

Indefinite Pronouns :

Look at the following sentences :

1. **One** is filled with admiration on seeing the ancient temples.
2. **None** of my friends has seen anything like this.
3. **Some** people are born great.
4. **Many** people died in the riots.
5. **Few** escaped unhurt.
6. I hope **somebody** will help me.

A pronoun which refers to persons and things in a general way, and not to any person or thing in particular, is known as an *indefinite pronoun*.

Distributive Pronouns :

Look at the following sentences :

1. **Each** of the children got a box of sweets.
2. **Either** of these books will help you.
3. **Neither** of the stories is true.

***Each*, *either* and *neither* are known as *distributive pronouns* as they refer to persons or things one at a time.**

Interrogative Pronouns :

Look at the following sentences :

1. **What** is your name ?

2. **Who** is standing there ?
3. **Whom** do you like the most ?
4. **Which** is your box ?

The pronouns *which*, *what*, *whom* and *who* have been used to ask questions.

A pronoun that is used to ask a question is called an interrogative pronoun.

Relative Pronouns :

Look at the following sentences :

1. This is the woman. She paints well.
This is the woman **who** paints well.
2. This is the man. His son is an engineer.
This is the man **whose** son is an engineer.
3. This is a drawing. Radha did it.
This is a drawing **that** Radha did.
4. This is Sajjan. The teachers like him.
This is Sajjan **whom** the teachers like.
5. This is the car. It won the race.
This is the car **that** won the race.

The pronouns *who*, *whose*, *that*, *whom* and *which* are relative pronouns. These are used to join two sentences and refer to nouns preceding them.

Who, Whose :

(i) These pronouns are used to join two sentences. They are used for the noun that precede them.

1. The child **who** is sincere is always successful.
2. A person **who** is honest is respected.

'Who' is used for persons only, whether singular or plural.

1. We will meet the mother **whose** child died.
2. I talked to the teacher **whose** son is in my class.

'Whose' is used in speaking about persons.

1. She is the judge **whom** we saw in the court.
2. He is the doctor **whom** I consulted yesterday.

'Whom' is also used in speaking about persons.

1. The peahen **which** killed the rat died yesterday.
2. **Which** is your bicycle?

'Which' is used for animals and things without life.

1. The cow **that** gives milk should be healthy.
2. Sohan lost the book **that** his mother gave.
3. The mob **that** stopped the buses was dispersed by the police.

'That' is used for persons, animals or things.

EXERCISES

I. Using correct interrogative pronouns, complete the following sentences. One has been done for you :

1. **Who** threw the papers in the class ?
2. _____ is the reason for you to make noise ?
3. _____ of these toys is yours ?
4. _____ can I send to the store ?
5. _____ sister is standing outside ?
6. _____ dresses would you like to take with you ?
7. _____ kind of food do you prefer ?
8. _____ wants to meet me ?

II. Underline the pronouns and say whether they are *interrogative*, *emphatic*, *reflexive*, *personal*, *demonstrative* or *relative*. The first one has been done for you :

- | | |
|---|-------------------|
| 1. The boy <u>who</u> is sitting on the bench is my cousin. | <u>relative</u> . |
| 2. What do you want to do today ? | _____. |
| 3. This is Mini's suitcase. | _____. |
| 4. The branch broke by itself. | _____. |

- | | |
|--|--------|
| 5. She herself, took the telegram. | _____. |
| 6. I hold myself responsible. | _____. |
| 7. We like to play in the park. | _____. |
| 8. Whom would you like to be the captain ? | _____. |
| 9. Those fruits are costly. | _____. |
| 10. The thief who stole into our house
has been arrested. | _____. |
| 11. He is a renowned actor. | _____. |
| 12. She is the girl whose father died in
the war. | _____. |

III. Make your own sentences using the relative pronoun *who*, *whose*, *whom*, *which* or *that*. One has been done for you :

(1) These are the students **who** went for the competition.

(2) _____.

(3) _____.

(4) _____.

(5) _____.

IV. Join the sentences using *who*, *whose*, *whom*, *which* or *that*. The first one has been done for you :

(1) Here is the mother. Her care saved the child.

Here is the mother **whose** care saved the child.

(2) The dresses are pretty. They are in the showcase.

_____.

(3) The boy took away the book. The boy was caught.

_____.

(4) This is the man. I want to meet him.

_____.

(5) The dog bit the child. The child had teased it.

_____.

- (6) I bought flowers. I gave them away to my friend.

- (7) The teacher praised Aman. Aman's marks were good.

- (8) The oranges were very sweet. You brought for us.

- (9) Mrs. Saxena lives in the house. Her father had built that house.

- (10) The boy is playing the guitar. He is blind.

Possessive Pronouns :

Look at the following sentences :

(1) That is **my** house.

(2) That house is **mine**.

In sentence 1, **my** qualifies the noun '**house**' so **my** is an **adjective**. It is showing **possession** and hence is known as a possessive adjective.

In sentence 2, the same thing has been expressed in a different way. Here **mine** is a pronoun which is showing possession. Hence it is called a **possessive pronoun**.

A pronoun showing possession is called a possessive pronoun.

EXERCISES

- I. Fill in the blanks with appropriate *possessive pronouns*. The first one has been done for you :

(1)	These are my things.	These things are mine .
(2)	That is our school.	That school is _____.
(3)	That is your share.	That share is _____.
(4)	This is his belt.	This belt is _____.
(5)	That is their bus.	That bus is _____.

(6)	That is her night dress.	That night dress is _____.
(7)	These are my sweets.	These sweets are _____.
(8)	These are their clothes.	These clothes are _____.
(9)	That is our cow.	That cow is _____.
(10)	This is his property.	This property is _____.

ii. Fill in the blanks using appropriate pronouns. The first one has been done for you :

- (1) If the children are free, take **them** out.
- (2) The guest-house has many rooms but _____ are full.
- (3) Rani has many suits but _____ likes to wear dresses.
- (4) Amar and Ajay are brothers . _____ are my cousins.
- (5) Rajni danced so well that everyone praised _____.
- (6) When the dog was tied, _____ began to bark.
- (7) _____ invited John to _____ birthday.
- (8) Ali has many books. Most of _____ are story-books.
- (9) The branch is breaking. _____ needs to be cut.
- (10) Ranjit presented _____ a watch. But _____ was an old piece.

12

THE ADJECTIVE

Look at the following sentences :

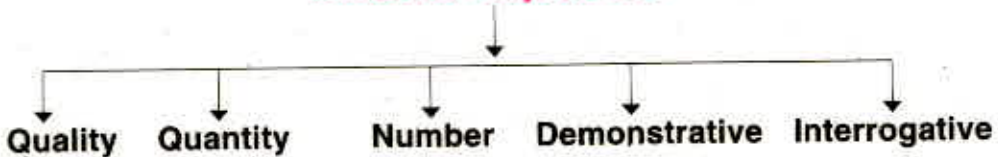
1. Rajiv is a **brave** boy.
2. Rani is a **good** driver.



In the above sentences, the words **brave** and **good** are describing the **boy** and the **driver** respectively and hence are called adjectives. Adjectives are usually placed before a noun.

An **Adjective** is a word that **qualifies or describes a noun**. It tells **how much, how many, or what kind a person, place or thing is**.

Kinds of Adjectives

**(i) Adjective of Quality :**

An adjective that tells us about the **kind of a person, a place or thing** we are referring to, is called an **adjective of quality**.

Examples : Amandeep is a **wealthy** man.

The **best** student won the trophy.

Simranjit is an **old** member of the club.

I read an **interesting** book.

(ii) Adjective of Quantity :

An adjective that tells **how much of a thing** we are referring to is called an **adjective of quantity**.

Examples : Ahmed ate the **whole** chapatti.

I drank **all** the milk in the cup.

Ahmed wants **some** money for his clothes.

Vinod did not have **enough** sugar for tea.

(iii) Adjective of Number :

An adjective that tells the **number of persons, animals or things** we are referring to **or in what order** is called an **adjective of number**.

Examples : Imran is the **first** in the queue.

All the women wore white suits

The boy had **two** balloons.

Karan got only **five** marks in Mathematics.



EXERCISES

I. Underline the **adjectives of quality** in the sentences given below. The first one has been done for you :

- (1) Reema is a good singer.
- (2) Naina wore a red sari for the party.
- (3) Johnny Walker was a funny man.
- (4) Look! there's a shiny coin.
- (5) Abha has chubby cheeks and a dimple chin.
- (6) Kolkata is a congested city.
- (7) Pandit Nehru was the first Prime Minister of India.
- (8) Get the black car from the garage.
- (9) He belongs to a noble family.
- (10) Milk is a healthy drink.

II. Add an **adjective of quality** to the following nouns. The first one has been done for you.

(1) a <u>tasty</u> meal	(6) a _____ woman
(2) a _____ bread	(7) a _____ baby
(3) a _____ dress	(8) a _____ class
(4) a _____ night	(9) an _____ play
(5) a _____ story	(10) a _____ building !

- III. Replace the word in *italics* with a word from the box to give the opposite meaning and rewrite the sentence. The first one has been done for you :

tidy	short	broad	easy	sour	honest
active	modern	bright	strong	clever	useless

(1) It is a <i>dull</i> day.	It is a <u>bright</u> day.
(2) The room is <i>untidy</i> .	_____
(3) The road ahead is <i>narrow</i> .	_____
(4) <i>Difficult</i> sums take up time.	_____
(5) The <i>sweet</i> litchis are from Dehradun.	_____
(6) The <i>weak</i> boy won the match.	_____
(7) The <i>dishonest</i> servant ran away.	_____
(8) Jassi is very <i>lazy</i> .	_____
(9) The fort is an example of <i>ancient</i> architecture .	_____
(10) Babita is a <i>foolish</i> girl.	_____
(11) The spanner is a <i>useful</i> tool.	_____
(12) The <i>tall</i> boy is my brother.	_____

- IV. Choose from these **adjectives of quantity** and **number** to fill in the blanks given below. One has been done for you :

a few	ten	some	a little	second
enough	any	two	much	several few

- (a) Some elephants were seen near a village.
 (b) Renu has _____ milk every night.
 (c) Sam has _____ money to buy a scooter.
 (d) Rafiq found _____ gold coins in the trunk.
 (e) The _____ day of the week is Monday.
 (f) The _____ brothers live in Delhi.
 (g) Very _____ tickets are there for the show.

- (h) Put _____ sugar in the tea.
 (i) Panna does not spend _____ time on exercise.
 (j) I read a _____ pages before going to bed.
 (k) We have _____ fingers on our hands.
 (l) _____ people watch the television every day.

V. Fill in the blanks with an **adjective** of your choice :

- (a) You will need _____ paper and _____ ink for your test.
 (b) _____ monkeys sat in the compartment.
 (c) I have to write _____ letters today.
 (d) Father sent _____ money for my expenses.
 (e) There are _____ boys in the class.
 (f) The book has _____ illustrations.
 (g) I would like _____ tea.
 (h) The ship sank into the _____ sea.

ADJECTIVES- Degrees of Comparison



(Razia)



(Kirti)



(Simran)

Razia is **tall**.

Kirti is **taller**.

Simran is the **tallest**.

Positive (for one)	Comparative (out of two)	Superlative (more than two)
tall	taller	tallest
hard	harder	hardest

The above words in bold show the positive quality of one person or thing and how it compares with two or more than two persons or things. They are called **degrees of comparison**.

Forming comparative and superlative degrees:

Some adjectives form their comparative and superlative degrees by : **adding '-er' and '-est'** to the positive. *For example :*

Positive	Comparative	Superlative
rich	richer	richest
kind	kinder	kindest
sweet	sweeter	sweetest
clever	cleverer	cleverest
rough	rougher	roughest
tough	tougher	toughest
strong	stronger	strongest
quiet	quieter	quietest

The other ways of forming comparatives and superlatives are :

(i) **adding '-r' and '-st'** to the positive. *For example :*

Positive	Comparative	Superlative
wise	wiser	wisest
close	closer	closest
wide	wider	widest
pure	purier	purest
noble	nobler	noblest
fine	finer	finest

(ii) **doubling** the last letter of the positive and adding **'-er'** and **'-est'** to it. *For example :*

Positive	Comparative	Superlative
big	bigger	biggest
hot	hotter	hottest
sad	sadder	saddest
fat	fatter	fattest
thin	thinner	thinnest
red	redder	reddest

(iii) changing the last letter 'y' to '-ier' and '-iest'. For example :

Positive	Comparative	Superlative
funny	funnier	funniest
noisy	noisier	noisiest
lucky	luckier	luckiest
pretty	prettier	prettiest
merry	merrier	merriest
heavy	heavier	heaviest

(iv) adding 'more' and 'most' to the positive. For example :

Positive	Comparative	Superlative
faithful	more faithful	most faithful
beautiful	more beautiful	most beautiful
courageous	more courageous	most courageous
intelligent	more intelligent	most intelligent

There are some **irregular adjectives** also. They do not follow any definite pattern. For example :

Positive	Comparative	Superlative
much	more	most
good	better	best
bad	worse	worst
many	more	most
little	less	least
old	older / elder	oldest / eldest

EXERCISES

I. Fill in the blanks with the correct form of the adjectives given in the brackets. The first one has been done for you :

- (1) Samarjit is the best showman in town. (good)
- (2) Meena is the _____ girl in her class. (intelligent)

- (3) Anuj is _____ than Aman. (short)
 (4) Anita is _____ than Jamuna. (pretty)
 (5) Is iron the _____ of all metals? (heavy)
 (6) John is the _____ student in Mathematics. (bad)
 (7) Raman is _____ than Lalit. (tall)
 (8) A train journey is _____ than a road journey. (comfortable).

ii. Give the comparative and superlative degrees of the following adjectives :

bright	strange	rich	clever
noble	red	heavy	courageous
many	bad	wonderful	dirty
little	ugly	able	neat
intelligent	good	much	wide

iii. Use words from the box to complete the sentences. One has been done for you :

snow	ice	feather	lion	bee	snail	fox	silk	clown	bat
------	-----	---------	------	-----	-------	-----	------	-------	-----

- Raj is as brave as a lion.
- Her friend proved to be as cunning as a
- The room was as cold as
- The pages were as white as
- My sister is as busy as a
- The old man is as blind as a
- Ramu is as funny as a
- The train is as slow as a
- The box weighs as light as a
- Her skin is as soft as

- IV. Fill in the blanks with **some, little, a little, few, much, any** and **many**. The first one has been done for you :

Remember : The words *a little, much, few* and *many* convey the same idea. But a little and much are adjectives of quantity and are uncountable whereas few and many are adjectives of number and are **countable**.

- (1) I requested Salil to give me a little money.
- (2) The trunk holds _____ clothes.
- (3) There is _____ space in the hall.
- (4) There were very _____ people at the party.
- (5) There are too _____ poor people in India.
- (6) I carried _____ clothes for the trip.
- (7) Please pour _____ oil in the bottle.
- (8) Shiela has _____ work to do.
- (9) Raju has _____ friends in the U.S.A.
- (10) I take _____ food at night.
- (11) There aren't _____ students in school today.
- (12) Rajat gave me _____ tips for the exams.

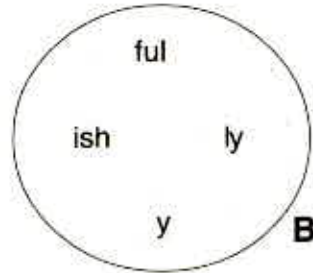
- V. Make sentences of your own with comparatives and superlatives of the adjectives of **much, little, few** and **many**. The first one has been done for you :

- (1) More: I have **more** clothes than my sister _____.
- (2) _____.
- (3) _____.
- (4) _____.
- (5) _____.
- (6) _____.
- (7) _____.
- (8) _____.

VI. Form adjectives by joining letters from circle 'B' with those in circle 'A' and make sentences of your own. The first one has been done for you :



A



B

- (1) dutiful - Hira is a dutiful son.
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____
- (11) _____

VII. Pick out the adjectives in the following sentences and say whether they are adjectives of *quality*, *quantity* or *number*. The first one has been done for you :

- (1) Sonu is a dishonest man. quality
- (2) Dolly is six years old. _____
- (3) There is little hope of her survival. _____
- (4) There is very little milk to drink. _____
- (5) Those poor children are hungry. _____
- (6) How many marks have you got ? _____
- (7) An empty mind is a devil's workshop. _____
- (8) I have enough cash to buy a mobike. _____

VIII. Underline the adjectives in the given sentences. The first one has been done for you :

- (1) A small leak can sink a big ship.
- (2) All work and no play makes Jack a dull boy.

- (3) He gave me many sweets.
- (4) These apples are raw.
- (5) The dog is a faithful animal.
- (6) Which book do you want to buy ?
- (7) There is a little milk in the jug.
- (8) A wise enemy is better than a foolish friend.
- (9) This is cold water.
- (10) He has enough milk for tea.

IX. Correct the degrees of adjectives in the sentences. The first one has been done for you :

- (1) He is the strong man in our village. He is the strongest man in our village.
- (2) Ram gets less salary. _____
- (3) Mohan is my older brother. _____
- (4) This mountain is high than that mountain. _____
- (5) My handwriting is better in the class. _____
- (6) Gita's left hand is weak than the right hand. _____
- (7) Suman is good than Gurmeet in music. _____

Demonstrative Adjectives :

Read these sentences :

- (1) This is a 'Pilot' pen.
- (2) That tree is not in our compound.
- (3) These children are very helpful.
- (4) Those books are for distribution.

The words this, that, these and those are adjectives that point out and hence are known as **demonstrative adjectives**. They answer the question 'which ?'

An adjective which is used to point out a person, an animal or a thing is called a **demonstrative adjective**.

Adjectives	Number	Demonstratives
This	Singular number	Thing/person near
These	Plural number	Things/persons near
That	Singular number	Thing/person farther away
Those	Plural number	Things/persons farther away

Interrogative Adjectives :

Read the following sentences :

1. Which car is yours ?
2. Whose house is this ?
3. What food is this ?

The words which, whose and what are adjectives qualifying *car*, *house* and *food* respectively. These adjectives used with nouns are asking questions, so they are called **interrogative adjectives**.

An adjective used with a noun to ask a question is called an **interrogative adjective**.

Possessive Adjectives :

Read the following sentences :

1. This is my water bottle.
2. That is your cap.
3. His coat got wet in the rain.

The words **my**, **your** and **his** have been used as adjectives. My water bottle, your cap, and his coat show belonging or possession of *water*, *bottle*, *cap* and *coat* respectively, hence they are called **possessive adjectives**. A possessive adjective answers the question 'whose?'

An adjective showing possession or belonging is called a **possessive adjective**.

EXERCISES

I. Underline **demonstrative adjectives** in the sentences. The first one has been done for you :

- (1) This sari is hand-painted.
- (2) Give me that book.
- (3) That book belongs to Milan.
- (4) These mangoes are for distribution.
- (5) These boys did not appear for the test.
- (6) Take that pot to the kitchen.
- (7) Ahmed joined this school recently.
- (8) Where did you get those flowers from ?
- (9) Mohan presented me this silver plate.
- (10) We did not go to those places for security reasons.

II. Underline **possessive adjectives** and circle **interrogative adjectives** in these sentences :

- (1) What colour is your hair ?
- (2) Which is my towel ?
- (3) Whose car has her sister taken ?
- (4) What gift have you bought for your friend ?
- (5) Which desk is yours ?
- (6) What is your name ?
- (7) Whose watch has her brother worn ?
- (8) Which tools does the gardener need for his work ?
- (9) Which chocolates do you want for your shop ?

13

THE ADVERB



Look at the sentences below :

- | | |
|---|--|
| 1. The girl <i>ran fast</i> . | 4. Randhir <i>wrote quickly</i> . |
| 2. Mr. Singh will <i>arrive today</i> . | 5. Amarpreet <i>returned yesterday</i> . |
| 3. Rafiq <i>lives here</i> . | 6. Harjit <i>spoke loudly</i> . |

In these sentences *ran*, *arrive*, *lives*, *wrote*, *returned*, *spoke* are **action words** or **verbs**. The words **fast**, **today**, **here**, **quickly**, **yesterday** and **loudly** describe the verbs. Such words that **describe verbs** are called **Adverbs**.

An adverb is a word that describes a verb.

EXERCISE

- I. Underline the adverbs in the following sentences. The first one has been done for you :
- (1) The child slept soundly.
 - (2) Meena works hard for her living.
 - (3) Sam will return tomorrow.
 - (4) Simi lives there.
 - (5) Flies go everywhere.
 - (6) Navjot talks softly.
 - (7) The car stopped outside.

- (8) We must always speak respectfully to our elders.
 (9) Pammi looked sadly at Rani.
 (10) Aunt cooked quickly for us.

ADVERBS : KINDS/TYPES

Adverbs of Manner (*how* adverbs):

Look at the following sentences :

1. Ravi spoke **jokingly**. 4. Harinder drives **carefully**.
 2. The children sat **silently**. 5. Ali writes **neatly**.
 3. Seema is sleeping **soundly**. 6. Miki walked **hurriedly**.

The words **jokingly, silently, soundly, carefully, neatly, hurriedly** are called **adverbs of manner** since they tell us **how an action is / was done**.

An adverb of manner tells us how or in what manner an action is / was done.

EXERCISE

- I. Fill in the blanks with appropriate **adverbs of manner** from the box. The first one has been done for you:

rudely	heavily	sincerely	quietly
thoughtfully	politely	happily	quickly

- (1) The children ate **quickly**.
 (2) Samir went _____ to the hostel.
 (3) The boy looked _____ at me.
 (4) The father sat _____.
 (5) Teachers work _____.
 (6) The father spoke _____ to his son.
 (7) The salesman answered _____.
 (8) It rained _____ yesterday.

Adverbs of time (*when* adverbs) :

Look at the following sentences :

- (1) The sun will rise **now**.
 (2) We are leaving for Amritsar **tomorrow**.

- (3) The bus will arrive **soon**.
- (4) **Yesterday** we went for a picnic.
- (5) The play will be staged **today**.
- (6) We must sleep **early**.

The words **now, tomorrow, soon, yesterday, today, early** are called **adverbs of time** since they tell when certain actions were / are done.

An adverb of time tells when or at what time the action was/is done.

EXERCISE

A table has been given below with **adverbs of time**. Make sentences using words from the different columns. The first one has been done for you :

Father	has	already	in the room.
Grandfather	is	soon	read the paper.
The bus	hasn't	still	in the bed.
Mother	isn't	yet	left for the office.
Grandmother	will		at the gate.
My sister			in the garden.
The dog			leave for the hospital.
The doctor			had breakfast.

(1) Father has already read the paper.

- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____

Adverbs of place (where adverbs):

Look at the following sentences:

1. Rahul stays **behind** the gurudwara.
2. The girls are playing **outside**.
3. It is raining **here**.
4. Amrita's father lives **nearby**.
5. Ramanpreet did not go **anywhere**.
6. It is better **outside** than **inside**.

The words **here**, **outside**, **behind**, **inside**, **nearby**, **anywhere** are called adverbs of place since they tell where the action is/was done.

An adverb of place tells where or at what place the action was/is done.

EXERCISES

- I. Underline the adverbs of place in the following sentences. The first one has been done for you :
 - (1) Maya stood there.
 - (2) Children ran up and down.
 - (3) The hunter looked inside the box.
 - (4) We walked in by the first gate.
 - (5) Tilak ran forward.
 - (6) Raj went everywhere for his test.
- II. Match the following verbs and adverbs given below :

Verbs	Adverbs
wait	seriously
drive	patiently
work	soundly
study	fast
sleep	bravely
fight	early
walk	honestly
wake	slowly

Adverbs of Number (how often adverbs) :

Look at the following sentences :

- (1) They **often** visit the temple.
- (2) Suman came **twice** to see me.
- (3) Uncle **seldom** goes to watch a play.
- (4) **Once** I travelled by ship.

The words **often**, **twice**, **seldom** and **once** are **adverbs of number** as they tell **how often** an action is done.

An adverb of number shows how often an action is/was done.

EXERCISES

- I. Using the words given in the box, complete the following sentences. The first one has been done for you :

seldom twice often once always frequently

- (1) The students went **twice** to see *Gadar*.
- (2) The man dived _____ into the river.
- (3) I _____ keep medicines with me.
- (4) We _____ go out to eat.
- (5) My grandmother _____ visits the Golden Temple.
- (6) We _____ go to watch movies.
- (7) I _____ dream of going abroad.
- (8) Sanjay goes _____ for walks.

- II. Rewrite the following sentences using the words given in the brackets. The first one has been done for you :

- (1) Ajay _____ borrows books from me. (often)
Ajay **often** borrows books from me.
- (2) Children are difficult to get along with. (sometimes)

- (3) I will work in a factory. (never)

(4) Ludhiana is cold in January. (usually)

(5) Harpreet is cheerful. (always).

(6) Raman concentrates on his studies. (seldom)

(7) Karishma is a crowd puller. (always)

(8) Anjan drives fast. (never)

Adverbs of degree (*how much* adverbs) :

Read the following sentences :

- (a) Manpreet is **very** excited.
- (b) Ahmed was **quite** tired after the walk.
- (c) The bucket is **almost** empty.
- (d) The tub is **nearly** full.

The words **very, quite, almost** and **nearly** show **how much** or to **what extent** a thing is/was done. These are called **adverbs of degree**. But in sentences **c** and **d** the adverbs are used with **adjectives empty** and **full** to add something to their meaning.

An adverb of degree tells how much or to what extent a thing is/has been done.

EXERCISE

1. Use these adverbs of degree : **fully, almost, most, very, quite, extremely, nearly** in sentences of your own. One has been done for you :

- (1) The students **fully** agreed with the teacher.
- (2) _____.
- (3) _____.

- (4) _____
 (5) _____
 (6) _____
 (7) _____

Interrogative adverbs (*question adverbs*)

Read the following sentences :

- (1) **When** will Hira come ?
- (2) **Where** are you staying ?
- (3) **Why** did you come late ?
- (4) **How** old are you ?

The words **when**, **where**, **why** and **how** ask questions, so these are called **interrogative adverbs**.

EXERCISE

Write questions to the answers given below. The first one has been done for you :

1. Q. Where did you go ?
A. I went to get some water.
2. Q. _____ ?
A. Suraj has five friends.
3. Q. _____ ?
A. My mother came yesterday.
4. Q. _____ ?
A. The children were in the house.
5. Q. _____ ?
A. The patient is keeping well.
6. Q. _____ ?
A. Tirupati is in Tamil Nadu.
7. Q. _____ ?
A. I plan to return tomorrow.
8. Q. _____ ?
A. I am sad for I have lost a pen.

Formation of Adverbs :

We can form adverbs :

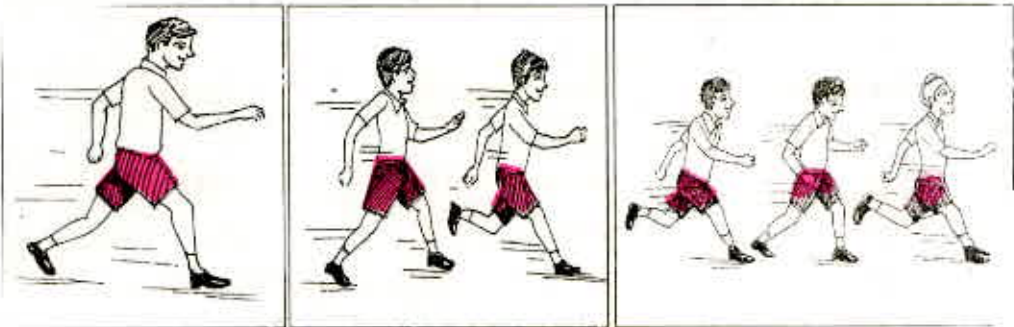
- (1) Mostly by adding **-ly** to adjectives

Adjectives	Adverbs	Adjectives	Adverbs
bad	badly	fair	fairly
neat	neatly	brave	bravely
careless	carelessly	quick	quickly
foolish	foolishly	slow	slowly

- (2) by sometimes changing the spellings and adding **-ly**

Adjectives	Adverbs	Adjectives	Adverbs
true	truly	lazy	lazily
easy	easily	angry	angrily
noise	noisily	happy	happily

- (3) There are some irregular adverbs of manner which do not have **-ly**, at the end e.g. **fast, hard, well, far, still, enough, little.**

Comparison of adverbs :

Ravi runs fast.

Ahmed runs faster.

Aman runs the fastest.

In the above sentences, we can see that adverbs also have degrees of comparison like adjectives.

Formation of the Comparative and Superlative Adverb Forms :

- (a) Adverbs ending in '-ly' form their comparatives and superlatives by putting **more** and **most**, respectively before their positive form:

Positive	Comparative	Superlative
quickly	more quickly	most quickly
slowly	more slowly	most slowly
angrily	more angrily	most angrily
rudely	more rudely	most rudely

- (b) Single syllable adverbs form their comparatives by adding '-er' and their superlatives by adding '-est' to the positive :

Positive	Comparative	Superlative
hard	harder	hardest
long	longer	longest
near	nearer	nearest
loud	louder	loudest
soon	sooner	soonest

- (c) Some adverbs change their degree of comparison in an irregular way :

Positive	Comparative	Superlative
well/good	better	best
bad	worse	worst
little	less	least
far	farther	farthest
much	more	most

EXERCISE

Fill in the blanks with the **positive**, **comparative** or the **superlative** degree of adverbs given below. The first one has been done for you :

1. Raj likes painting best (well) of all.
2. He worked as _____ (slowly) as he wished.

3. Amarjit walks _____ (quickly) than I do.
4. Carl Lewis ran _____ (fast) of all.
5. You came _____ (early) than I expected.
6. Suman acted _____ (generously) among all.
7. Actions speak _____ (loud) than words.
8. It is not wise to go any _____ (far) in this storm.
9. The _____ (early) you leave, the _____ (soon) you can return.
10. Fatima doesn't shout as _____ (loudly) as you do.

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THE PREPOSITION

Look at the following sentences :

1. Put the pencils in the box.
2. The child sat on the chair.
3. The helicopter flew over the house.



The words **in**, **on**, **over** show relation between *the pencils* and the *box*, *child* and the *chair*, and *helicopter* and the *house*.

A preposition is a word which shows relation between a noun or a pronoun and some other word in a sentence.

Look at the following sentences :

1. The British ruled over us.
2. Simran felt the earth move beneath her feet.

3. We went for a walk along the river.

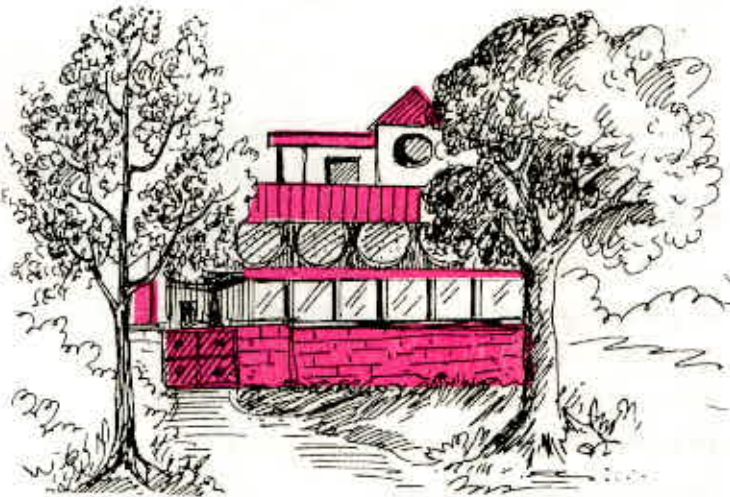


A preposition is said to govern a noun or pronoun and is always followed by the objective case.

EXERCISE

Choose suitable prepositions from the box to fill in the blanks. The first one has been done for you :

from	across	along	between	by	on	behind	
against	among	under	over	with	into	for	of
at	in front of						



(1) There are trees in front of our house.

(2) Do not stand _____ a vehicle.

- (3) We lost the match _____ Govt. High School, Ropar.
- (4) The minister stood _____ the people.
- (5) Keep the bags _____ the desk and the table.
- (6) People built houses _____ the bridge.
- (7) We went _____ bus to Amritsar.
- (8) He travelled with me _____ Chandigarh to Ludhiana.
- (9) The boy stood _____ the hill.
- (10) Look _____ the bag for four pens.
- (11) Go _____ Samir to the market.
- (12) Do not run but walk _____ the bridge.
- (13) Run _____ the road and call the man.
- (14) Look _____ the book and answer.
- (15) The boy is looking _____ a bride.

Words followed by prepositions:

Study the words followed by prepositions in the following sentences:

1. Paramjit acted upon his teacher's advice.
2. Babli agreed with her friends.
3. I am addicted to coffee.
4. Balbir is afraid of a snake.
5. Nikki was alarmed at Mahinder's behaviour.
6. The train arrived at the station on time.
7. Sumer is angry with Satinder.
8. The boy begged for forgiveness.
9. Children born of rich parents are generally lazy.
10. Ranjana is busy with her work.
11. Take care of your health.
12. The villager called on the Sarpanch.
13. I am close to my mother.
14. The teacher was displeased with Rakesh.
15. Rajan is different from Rohit.

16. Saira takes delight in dancing.
17. We deal in both silks and cottons.
18. Do not depend on others for help.
19. Lalit is efficient in his work.
20. Dogs are usually faithful to their masters.
21. Alexander fought against Porus.
22. Jasjit failed in English.
23. The bag is full of fruits.
24. The bucket was filled with cold water.
25. Seema borrowed money from me.
26. Children jumped with joy on their victory.
27. I was tired of studying Mathematics.
28. Sumita quarrelled with Nancy.
29. Shashi did not reply to my letter.
30. We must take pity on the poor people.
31. She has no pity for the old woman.
32. I parted with this book.
33. Mr. Singh parted from his family after the fight.
34. Fatima was married to Ahmed ten years ago.
35. Never take revenge on anyone.
36. I am satisfied with my achievements.
37. I was invited to the party.
38. It is a pleasure to deal with customers.
39. The passengers were supplied with blankets.
40. People laughed at Raj's foolishness.
41. The police officer was rewarded with a medal.
42. The watchman was charged with murder.
43. Mothers are always worried about their children.
44. Saroj is related to me.
45. I congratulated Harjit on his success.
46. I am obliged to my relatives for their help.
47. Heena was prepared for the worst.

48. I waited for my turn at the counter.
49. We should abide by the school rules.
50. The postman is related to me.
51. Grandmother always bathes in cold water.
52. Raminder has a taste for good food.
53. Never lean against a glass door.
54. Rani is always accompanied by her husband.
55. Sweetie was robbed of all her jewellery.
56. The dacoits broke into the house.
57. Geeta's house was set on fire.
58. The crew was grieved to hear the news.
59. We were grieved at the news.

EXERCISES

- I. Put a tick ✓ on the correct preposition as shown in the first sentence:
- (1) Akshay takes delight (in/by) his studies.
 - (2) Beware (from/of) thieves in a new place.
 - (3) We all agreed (about/with) the proposal.
 - (4) *Rajmah* and rice are popular (among/to) children.
 - (5) The building was set (with/on) fire.
 - (6) Do not be jealous (on/of) others.
 - (7) Her face seems familiar (to/with) me.
 - (8) We are known (about/to) Dr. Sharma.
 - (9) I do not approve (with/of) smoking.
 - (10) Daljit lives (on/at) Madhya Marg.
 - (11) Always write (in/with) ink.
 - (12) Sam does not like interference (on/in) his work.
 - (13) Pammi is married (with/to) Sukhwinder.
 - (14) Our final examination is held (on/in) March.
 - (15) Akhil is always late (for/to) school.
 - (16) I have applied (from/for) leave.

- (17) We always talk (about/on) discipline.
- (18) The boy complained (with/against) me.
- (19) This book is useful (under/for) children.
- (20) Rana has just recovered (at/from) illness.

II. Using the words followed by preposition, make sentences of your own. The first one has been done for you :

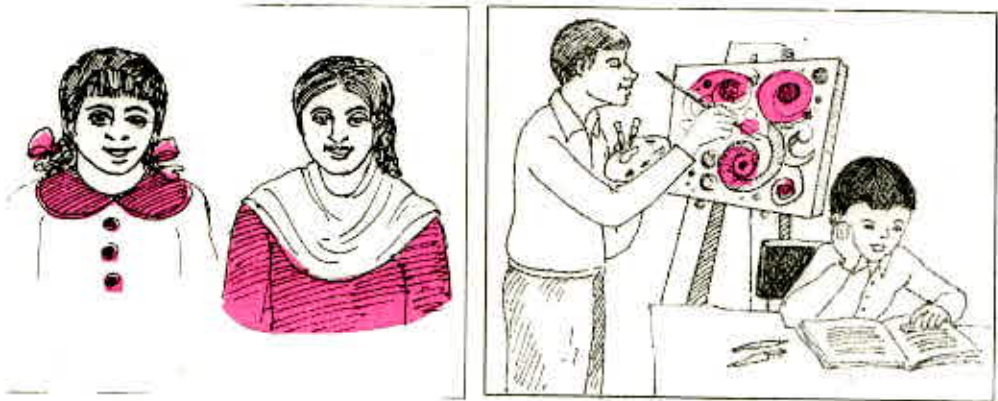
interfere with	fit for	confident of	sorry for	mix with
make fun of	prays at	acted upon	bent on	superior to

- (1) I do not allow my music lessons to interfere with my studies.
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____

15

THE CONJUNCTION

Read these sentences :



1. Rani **and** Pammi are sisters.
2. Ravi is painting **but** Rajan is reading.
3. Sonam is in bed **as** she is sick.
4. Khurshid did well in his test **because** he had worked hard.
5. **If** Amanpreet had worked hard, he would not have failed.
6. Vinita missed the bus **yet** she was on time.
7. Make hay **while** the sun shines.
8. **Unless** you hurry, you'll miss the train.
9. Some people are not generous **although** they have money.
10. Shyama does not live here **since** she joined office.
11. Manpreet is dancing **or** singing.
12. Ajay is the boss, **so** he is busy.
13. I told Heena **that** I will not go out.
14. You will wait **till** I return.

All the words in bold in the above sentences are **conjunctions**.

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

We can join two sentences :

I. By using '**and**' and '**but**' :

- (a) I will go to the bazaar. I will bring sweets.
I will go to the bazaar **and** bring sweets.
- (b) Rani can speak English. She cannot write.
Rani can speak English **but** cannot write.

II. By using '**or**', '**else**', '**otherwise**', '**unless**' :

- (c) Work hard. You will not succeed in life.
Work hard **or** you will not succeed in life.
Work hard **else** you will not succeed in life.
Work hard **otherwise** you will not succeed in life.
Unless you work hard, you will not succeed in life.

III. By using '**so**', '**therefore**', '**because**', '**as**', '**since**' :

- (d) I have exams. I cannot play.
I have exams **so** I cannot play.
I have exams, **therefore** I cannot play.
I cannot play **because** I have exams.
Since I have exams, I cannot play.
As I have exams, I cannot play.

IV. By using '**though**', '**although**', '**still**' :

- (e) He tried hard. He could not win the competition.
He could not win the competition **though** he tried hard.
Although he tried hard, he could not win the competition.
He tried hard, **still** he could not win the competition.

EXERCISES

I. Rewrite each pair or sentences by using 'because', 'and', 'but', 'or', 'else', 'otherwise' and 'unless'. The first one has been done for you :

- (1) You must walk fast. You will not reach the station.
You must walk fast **or** you will not reach the station.

(2) Rina is a girl. Tony is a boy.

(3) Radha is studying. Hardeep is watching cartoons.

(4) Find the key. You will be standing outside.

(5) Lock the door. Robbers will break into the house.

(6) Study seriously. You will not get promotion.

(7) Take exercise regularly. You will not keep fit.

(8) Put the alarm. You will not wake on time.

(9) Rama sells fruits. She sells vegetables.

(10) I like my parents. They encourage me.

(11) They started well. They failed in the end.

(12) Control your ways. You will be punished.

II. Using the conjunctions 'so', 'therefore', 'because', 'as', 'since', 'though', 'still' and 'although', make sentences of your own. The first one has been done for you :

(1) I am not well, **so** I did not go to school today.

(2) _____

(3) _____

- (4) _____.
- (5) _____.
- (6) _____.
- (7) _____.
- (8) _____.

III. Underline the conjunctions in the following sentences. The first one has been done for you :

- (1) I won't forgive you unless you return my money.
- (2) Sanjay is rich, yet he is a miser.
- (3) I am weak but I can run fast.
- (4) Although I am weak, I can run fast.
- (5) She is old, so her limbs are weak.
- (6) I was angry with him because he disobeyed me.
- (7) You are not an honest man, still I will help you.
- (8) The lady fed the child since she cared for her.
- (9) It is very hot, therefore I am drinking a cold drink.
- (10) As there is no milk, I am not having tea.
- (11) Take the medicine else you will remain sick.
- (12) Though he is poor, he is happy and content.
- (13) It was raining, still the children went out to play.
- (14) We did not start the dinner till the guests arrived.

Look at the following sentences :

- (a) He will come on Monday. He will come on Friday.
- (b) Ajit can do it. Satpal can do it.

The following sentences are joined using two conjunctions, **either or.**

- 1. He will come **either** on Monday **or** Friday.

2. **Either** Ajit **or** Satpal can do it.
 - (a) Neha cannot do it. Shiela cannot do it.
 - (b) Ravi does not know Hindi. He does not know Punjabi.

A pair of negative sentences is joined using the conjunction, **neither.....nor.**

1. **Neither** Neha **nor** Shiela can do it.
2. Ravi knows **neither** Hindi **nor** Punjabi.

EXERCISES

I. Combine the following pair of sentences by using **neither.....nor; either.....or :**

1. Soma is not intelligent. Gopal is not intelligent.
2. Hari doesn't know the answer. Manjit doesn't know the answer.
3. I shall write you a letter. I shall telephone you.
4. You can go by bus. You can go by train.
5. Our country isn't poor. Our country isn't small.
6. You can play in the playground. You can read in the library.
7. He has not come from England. He has not come from America.

II. Fill in the blanks with appropriate conjunctions : **and, unless, if, or, but, till, though, neither....nor, either.....or :**

1. The beggar sang for a long time _____ nobody gave him anything.
2. He felt sad _____ stopped singing.
3. He is _____ an actor _____ a teacher. He is a student.
4. The musician said, " Give me your violin _____ I will play for you."
5. They _____ eat bread _____ chapattis for breakfast.
6. _____ I ran fast I missed the train.

7. I shall wait _____ you return.
8. Catch me _____ you can.
9. You will be late _____ you hurry.
10. Raman will sing _____ you so desire.
11. He saw me _____ did not talk to me.
12. I have a rupee. You can _____ take it _____ leave it.
13. Gopal is not to be seen. He is _____ at home
_____ in his office.
14. He did not come _____ I invited him.

16

TENSES

TENSE is a verb form that shows time : the Present, Past and Future. It means there are three tenses, namely Present, Past and Future. [All these tenses have four aspects such as Simple (Indefinite), Continuous, Perfect and Perfect Continuous]. The following sentences show how one can place an action with reference to time.

PRESENT INDEFINITE TENSE

Look at the following example :

Example	Ram Singh is a bus driver. He <u>drives</u> the bus.
----------------	--

I/We/You/They/Plural nouns	drive (verb 1st form)	the bus.
He/She/Singular nouns	drives (verb 1st form +s/es)	the bus.

- (a) This tense is used for habitual and repeated action, as :
1. He always *sleeps* for some time after lunch.
 2. He *goes* out for a walk every day in the morning.
- (b) It is used for facts which are true for all times, as :
1. The sun *rises* in the east.
 2. Ice *melts* above zero degree celsius.
- (c) We use 'do/does' to make questions and negative sentences, as :

Questions (Interrogatives) :

Do	I/we/you/they/plural nouns	sing a song	?
Does	he/she/it/singular nouns		

Negatives :

I/we/you/they/plural nouns	don't	sing a song	.
He/she/it/singular nouns	doesn't		

From the above chart, we can make sentences, as :

- (i) Do I sing a song ? (ii) No, I don't sing a song.
 (iii) Does he sing a song ? (iv) No, he doesn't sing a song.

PRESENT CONTINUOUS TENSE

Look at the following example :

Example	Hari Singh works in a rice mill. He is on his way to the mill. He is ' <i>going</i> ' to the mill.
---------	--

Sentences belonging to this tense have the following format :

I	am	singing (verb 1st form+ing)	a song.
He/She/It/singular nouns	is		
We/You/They/plural nouns	are		

- (a) This tense is used to show actions or events taking place at the time of speaking, as :
- (i) Please don't disturb me. I am *preparing* an important speech.
 - (ii) Where is Sita? She is *doing* her homework.
 - (iii) What are the boys *doing* now? They are *playing* hockey.
- (b) This tense is used for actions going on in the present but which may not be going on actually at the moment of speaking, as:
- (i) I am *learning* to drive.
 - (ii) My father is *writing* a novel.

Some verbs are not normally used in the continuous tense : e.g. *see, hear, smell, understand, know, like, want, remember, believe, have* etc.

- (i) I *have* a new ball. (not *am having*)
- (ii) He *knows* some persons here. (not *is knowing*)
- (iii) I *believe* his statement. (not *I am believing*)
- (iv) She *wants* a pen. (not *is wanting*)

(c) **NEGATIVES :**

Negatives are formed by adding '*not*' after *am, is, are*, as :

Example :

- (i) I am not singing.

(ii) You are not singing.

(iii) He is not singing.

(d) INTERROGATIVES :

In Interrogatives we use am/is/are or what/why/how/whose + am/is/are in the beginning of the sentence, as :

(i) Am I singing ?

(ii) Why am I singing ?

(iii) Are they singing ?

(iv) How are you singing ?

(v) Is she singing ?

(vi) What are you doing ?

EXERCISE

Fill in the blanks with the right tense form of the verbs given in the brackets :

- Our school _____ (begin) with a prayer every day.
- Ahmed _____ (keep awake) till midnight these days.
- What _____ (make) you do so?
- This box _____ (contain) a gift for him.
- This road is closed. They _____ (repair) it.
- The clerk _____ (type) the letter still, he never _____ (finish) the work in time.
- Don't make a noise. An important meeting _____ (go on) here.
- She _____ (say) a prayer to God regularly before going to bed.
- The peon _____ (ring) the bell now.
- We _____ (feel) uneasy on a very hot day.

PRESENT PERFECT TENSE

Look at the following example :

Example

Sheela is looking for her watch. She *has lost* it. She *has not found* it till now.

The sentences belonging to this tense are formed as below :

I/We/You/They/plural nouns	have	written a letter. (verb 3rd form).
He/She/singular nouns	has	

Negatives

I/we/you/they/plural nouns	have	not	written a letter.
He/she/singular nouns	has		

- (a) This tense is used for an action completed at the time of speaking, as :
- (i) She *has done* her duty.
 - (ii) We *have just completed* the work.
- (b) This tense is used to give new information or to announce a recent happening, as :
- (i) I *have lost* my key. I can't open this lock now.
 - (ii) Do you know about Gitika? She *has gone* to Canada.
- (c) This tense is used to show the experience gained from events/happenings in the past, as:
- (i) I *have seen* the Taj Mahal in moonlight.
 - (ii) I *have been* to Delhi.

EXERCISE

Fill in the blanks with the right tense form of the verbs given in the brackets : (Use Present Perfect Tense)

1. The water level _____ (go up) because of rains.
2. The doctor _____ (examine) the patient. He is improving now.
3. I _____ (finish) my work. I am going home now.
4. They _____ (leave) the place.
5. Sheela _____ (learn) her lesson.
6. Father _____ (not come) home for lunch yet.
7. _____ you _____ (finish) your work? Can you come with me now ?

8. I _____ (study) the problem. It is easy to solve.
 9. _____ he _____ (take charge) of his new assignment?
 10. The train _____ (leave) the station. The platform looks deserted.

PAST SIMPLE (INDEFINITE) TENSE

Look at the following example :

Example	Gurjit : Look ! It is raining; you cannot go out.
	Radha : Yes, but it <i>rained</i> in the morning too when I <i>came</i> here.

Format of the sentences in this tense :

Ram	wrote (second form of the verb) a letter.
I	played (second form of the verb) hockey.

INTERROGATIVES :

Did	Ram	write (1st form of the verb) a letter	?
	I	play (1st form of the verb) hockey	

NEGATIVES :

Ram	did not	write (1st form of the verb) a letter.
I		play (1st form of the verb) hockey.

- (a) We use this tense for actions in the past, as :
 I *wrote* a letter half an hour ago.
- (b) We use this tense for habitual actions in the past, as :
 I *took* yoga exercises daily when I was a small boy.
- (c) We use this tense to denote actions completed in the past, as :
 The train *arrived* an hour late.

PAST CONTINUOUS TENSE

Look at the following example :

Example	Yesterday, Sita and Ravneet played badminton. They began at 5 o' clock and <i>were playing</i> till 6 o' clock.
----------------	---

Format of the sentences in this tense :

I/she/he/ singular nouns	was	playing badminton.
We/you/they/plural nouns	were	

- (a) We use this tense for past actions which continued for some time but whose exact limits are not known, as :
- The children *were flying* kites.
 - Dalip *was cooking* food.
- (b) This tense is also used to describe another action taking place at the same time in the past, as :
- While the women *were cooking*, the children *were playing*.

NEGATIVES :

I/he/she/singular nouns	was	not	playing hockey.
We/you/they/plural nouns	were		

INTERROGATIVES :

Was	I/he/she/singular nouns	playing hockey	?
Were	We/you/they/plural nouns		

EXERCISE

Fill in the blanks with the right tense form (Past Continuous or Simple Past) of the verbs given in brackets :

- She _____ (look) for a bookshop, when I _____ (meet) her.
- The policeman _____ (arrest) the thief, when I _____ (see) him.
- I _____ (go) to the cattle-shed, when I _____ (hear) someone quarrelling.
- The sarpanch _____ (take) the horse out of the stable, when I _____ (call) him.
- Yesterday as I _____ (walk) along the street, I _____ (meet) my friend.

6. In January 1948, Gandhiji _____ (stay) in Delhi. He was shot while he _____ (come out) of the prayer meeting.
7. While I _____ (watch) the T.V., the lights _____ (go off).

PAST PERFECT TENSE

Look at the following example :

Example	Yesterday I went to the railway station to catch a train for Delhi. I reached there at 3:30 and found that the train was not there. It left Delhi at 3:15. I was late for it. So when I reached the station the train <i>had</i> already <i>left</i> for Delhi.
----------------	---

Format of the sentences in this tense :

Positive	I/He/She/We/They/You/nouns	had	written a letter (verb 3rd form)	.
Negative	I/He/She/We/They/You/nouns	had not	written a letter	.
Interrogative	Had	I/He/She/We/They/You/nouns	written a letter	?

- (a) This tense is used to describe an action which had been completed before another began. The action which comes later on is expressed in past simple, as :
- The patient *had died* before the doctor *came*.
- (b) This tense is used to express an action completed by a certain period of time in the past, as :
- By half time, the team *had scored* three goals.
- (c) This tense is used to express an unfulfilled wish of the past, as :
- I wish I *had worked* hard.

FUTURE SIMPLE TENSE

Example	Gurjit : Will you visit us on Sunday evening ?
	Gurpreet : I <i>will come</i> to you on Monday. I cannot come on Sunday.

Format of the sentences in this tense :

Positive	I/we	shall/will	write (first form of the verb)		.
	You/he/she/they/nouns	will	a letter		
Negative	I/we	shall/will	not	write a letter	.
	You/he/she/they/nouns	will			
Interrogative	Shall/will	I/We	write a letter		?
	Will	You/He/She/They/nouns			

Note : We use **shall** after **I** and **We** in future simple. But we use 'will' after **I** and **We** in future simple if **a resolve** is to be expressed as :
I shall help you. [A general statement without certainty]
I will help you. [Statement assuring certain help]

This tense is used to denote single action in future.

FUTURE CONTINUOUS TENSE

Format of the sentences in this tense :

Positive	I/we	shall/will	be	playing a match	.
	You/he/she/they/nouns	will			
Negative	I/we	shall/will	not be	playing a match	.
	You/he/she/they/nouns	will			
Interrogative	Shall/will	I/we	be	playing a match	?
	Will	You/he/she/etc			

For the future continuous, we use will/shall +be+ing form of the verb.

(i) The Future Continuous Tense is used for an action that will be in progress at a *certain point of time in the future*. For example :

I will be waiting for you at the bus stop at five o'clock.

(ii) It is also used for an action that will be in progress during a *period of time in the future*. For example :

It will be raining in Punjab during July and August.

EXERCISE

Fill in the blanks using the verbs in the brackets according to the tense form indicated :

- A group of officials _____ (go) to Delhi tomorrow.
(Simple Future)

2. We _____ (visit) Kashmir next January.
(Future Continuous)
3. What _____ (you, do) tomorrow evening?
(Future Continuous)
4. I _____ (go) with my brother. I am sure I _____ (have) a very nice time on this trip.
(Simple Future)
5. I want to give this book to Jaspreet. _____ you _____ (go) to give this book to her ?
(Simple Future)

FUTURE PERFECT TENSE

Format of the sentences in this tense :

Positive	I/we/you/they/he/nouns	will	have	finished	.
Negative	I/we/you/they/he/nouns	will not	have	finished	.
Interrogative	will	I/we/you/they/he/nouns	have	finished	?

Future Perfect Tense is used to show that something will already have happened before another begins in the future. The action which comes later is expressed in the Present Simple Tense, as :

1. The teacher *will have taken* the roll call before you enter the class.
2. The patient *will have died* before the doctor arrives.
3. They *will have heard* the news by the time you reach there.

EXERCISE

Fill in the blanks to express Future Perfect aspect of the verbs given in the brackets :

1. The police _____ (arrest) the thief by tomorrow.
2. Devinder _____ (tell) me all before you talk to him.
3. He _____ (return) before I arrive.
4. Gobind _____ (write) the story before you return.
5. We _____ (enjoy) our holidays for about a month before he arrives.

EXERCISES

Miscellaneous

I. Underline the verb and write in the space given whether the sentence is in the Present, Past or Future Perfect Tense. One has been done for you :

1. The train had stopped before I arrived. *Past Perfect Tense*
2. I have lived in Bhatinda since childhood. _____
3. We shall have reached home before they arrive. _____
4. The children shall have eaten something by the time I reach home. _____
5. She has not finished writing the book. _____
6. The watchman had run away before the owner reached. _____
7. The children have learnt the song. _____
8. Naaz has posted the letter. _____
9. My uncle has given me a room in the new house. _____
10. They will have left for Patiala by night. _____

II. Complete the following letter by using the verbs in the brackets in the **present perfect/past tense**. One has been done for you :

Dear Sir

I **wrote** (write) to you some time ago asking about conditions of entry to your competition. You _____ (reply) enclosing an entry form which I _____ (fill up) and _____ (send) without delay. I _____ (hear) nothing from you and am beginning to wonder if my application _____ (go) astray. Please check if you _____ (receive) it or not. In case you _____ (not got) it, kindly inform me.

Thanking you

Yours faithfully

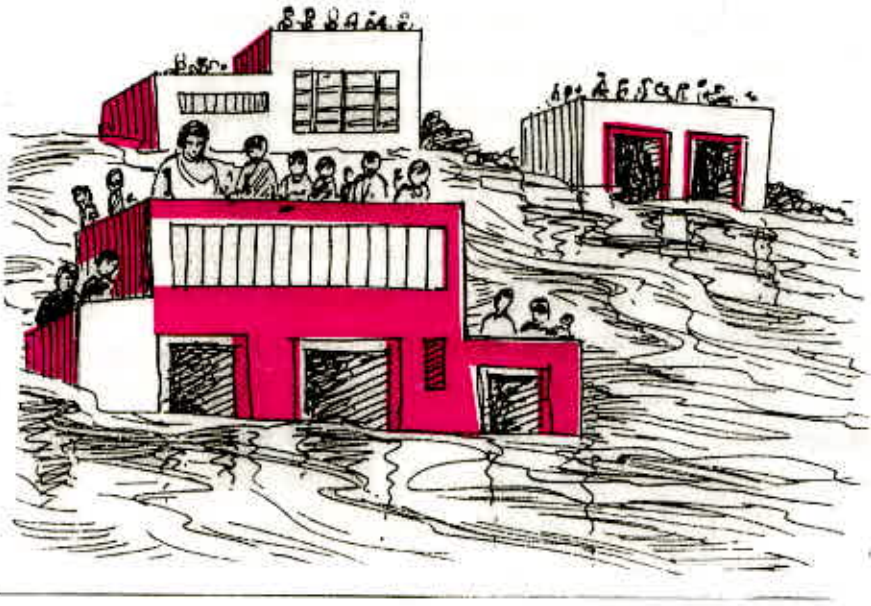
Amarjit Singh

- III. You have planned to take a railway journey in your summer holidays. In about ten sentences describe your forthcoming trip using **simple future tense**.



I will go to

- IV. Your house is flooded due to heavy rains. You saved yourself by sitting on the rooftop for almost three days and nights. Using **simple** and **continuous past tense**, write your experience.



I found water all around me.

v. Supply for the blanks the **future perfect tense** of the verbs given in the brackets :

1. Our maid **will have broken** all the cups (break).
2. He _____ by that time (return).
3. The sun _____ when we reach home (set).
4. We _____ all the cakes by evening (eat).
5. She _____ for the family by night (cook).
6. He _____ his pledge (keep).
7. Each child _____ a new pullover (buy).
8. The shoeshine _____ my shoes (polish).
9. The commander _____ the army to march (order).
10. I _____ the job by sunset (complete).
11. She _____ to speak English by the year end (learn).
12. You _____ tea before we reach there (take).
13. Meeta _____ the beauty contest (win).
14. Mini _____ to India by early September (fly).

vi. Given below is a complaint letter. Fill in the blanks with the correct form of the verb given in the brackets. One has been done for you :

The Secretary

DIV/4901
Vasant Kunj
New Delhi

Dear Sir

I regret to **bring** (bring/brought) to your notice that Bihari Lal, the sweeper _____ (is not doing/has not done) his duty well. He _____ (sweeps/sweep) the road only once a day. He _____ (leave/leaves) the garbage on the road or _____ (threw/throws) them all around. As a result the area is filthy. I _____ (am requesting/have requested) him many times but he _____ (refuses/refused) to obey. It

_____ (seem/seems) he _____ (do not care/does not care).

Thanking you

Yours sincerely

Anil Sharma

VII. Rewrite the following sentences after changing the verbs into the **present or past continuous tense** :

1. Sudha lies on the bed.	_____
2. Raja plays with his brother.	_____
3. The servant rang the bell.	_____
4. The children scream.	_____
5. The sun sets in the west.	_____
6. They go out for a picnic.	_____
7. She likes the game.	_____
8. I eat my food.	_____

VIII. Fill in the blanks with the **past perfect tense** of the verbs given in the brackets :

1. He _____ a tiger before I reached the forest (kill).
2. She _____ a sweater before I bought a new one (knit).
3. I _____ money from my friend before I received my salary (borrow).
4. The river _____ its banks before the dam was built (overflow).
5. She _____ my book before I could check her (steal).
6. The train _____ before I could reach the station (arrive).
7. I _____ a funny story before the sad one (hear).
8. The thief _____ from the jail before the police arrived (escape).

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DIRECT AND INDIRECT SPEECH

Read the following sentences :

- (1) Raman said, "Harpreet sings very well."
- (2) Raman said that Harpreet sang very well.
- (3) Mother said, "Razia is studying seriously."
- (4) Mother said that Razia was studying seriously.

In sentences 1 and 3, we have given the exact words used by the speaker. This is called **direct speech/ direct form of narration**. In the sentences 2 and 4, we have not given the exact words of the speaker but only what has been said by the speaker. This is called **indirect speech/ indirect form of narration**.

When the exact words used by a speaker are reproduced within inverted commas, it is called **direct speech**.

When the substance of a speech is conveyed in the reporter's words, it is called **indirect speech**.

The exact words used by the speaker are called reported speech, e.g. in sentence 1, these are "**Harpreet sings very well.**"

The verb that introduces the reported speech is called reporting verb, e.g. in sentence 1, **said** is the reporting verb.

Direct Speech	Indirect Speech
1. The exact words are within inverted commas (" ").	1. The exact words are not within inverted commas.
2. The first word of the reported speech begins with a capital letter .	2. No comma is put after the reporting verb.
3. A comma is put after the reporting verb to separate it from the latter part of the sentence.	3. The reported speech is introduced by the conjunction that .
	4. The tense of the reported speech changes in certain cases.

Rules for changing direct speech into indirect speech in simple sentences:

Rule 1. If the **Reporting Verb** is in the **present** or **future tense**, the tense in the reported speech is not changed.

Direct : Jack says, "I am all right".

Indirect : Jack says that he is all right.

Direct : The mother says, "The children **are** doing well."

Indirect : The mother says that the children **are** doing well.

Direct : The headmistress will say, "The students will fail."

Indirect : The headmistress will say that the students **will** fail.

Rule 2. If the **Reporting Verb** is in the **past tense**, the verb in the reported speech is also changed to the past tense. Look at the different examples and rules :

(a) *Direct* : Rajan said, "Radha **dances** well."

Indirect : Rajan said that Radha **danced** well.

Direct : John said, "Simi **meditates** daily."

Indirect : John said that Simi **meditated** daily.

The simple present becomes simple past.

(b) *Direct* : Ravi said, "Rani **is eating**."

Indirect : Ravi said that Rani **was eating**.

Direct : Ali said, "The children **are drawing**."

Indirect : Ali said that the children **were drawing**.

The present continuous becomes past continuous.

(c) *Direct* : Pammi said, "Arjun **has completed** his work."

Indirect : Pammi said that Arjun **had completed** his work.

Direct : I said, "Radha **has written** a letter to me."

Indirect : I said that Radha **had written** a letter to me.

The present perfect becomes past perfect.

- (d) *Direct* : Mother said, "Rajat **returned** very late."
Indirect : Mother said that Rajat **had returned** very late.
Direct : Julie said, "Mohan **came** yesterday."
Indirect : Julie said that Mohan **had come** the previous day.

The simple past becomes past perfect.

- (e) *Direct* : Irshan said, "The boys **were throwing** stones at the beggar."
Indirect : Irshan said that the boys **had been throwing** stones at the beggar.

The past continuous becomes past perfect continuous.

- (f) *Direct* : Rewa said, "Sonali **may pass**."
Indirect : Rewa said that Sonali **might pass**.
Direct : Jayant said, "Puja **will not pass**."
Indirect : Jayant said that Puja **would not pass**.

May changes into might, will/sha!! not into would not, can into could.

Rule 3. (exceptions to rule 2) :

If the reported speech contains any universal truth or habitual fact then the simple present in the reported speech is not changed into the corresponding simple past but remains unchanged.

- Direct* : "Honesty **is the best** policy," said the teacher.
Indirect : The teacher said that honesty **is the best** policy.
Direct : Suman said, "The sun **rises** in the east."
Indirect : Suman said that the sun **rises** in the east.

EXERCISE

Change the following sentences into indirect speech :

- (1) Ramanpreet said, "Ruchi cooks very fast."

- (2) The teacher said, "The children are making posters."

- (3) Ahmed said, "It has been raining since morning."
_____.
- (4) Raj said, "Kajol is looking for a job."
_____.
- (5) Uncle said, "Devender has written a letter."
_____.
- (6) The doctor said, "Morning walk is good for health."
_____.
- (7) Zaheeda said, "Sohan will return late."
_____.
- (8) The master said, "The sun, the moon and the stars are heavenly bodies."
_____.
- (9) The old woman said, "Children, do a good deed every day."
_____.
- (10) All say, "Kashmir is the Switzerland of India."
_____.
- (11) The head girl said, "Sonu shall apologise to the teacher."
_____.
- (12) Rini said, "We can change the book."
_____.

Rule 4 . Changes in Pronouns:

Read the following sentences :

- 1. *Direct* : Sam said, "I am busy."
Indirect : Sam said that he was busy.
- 2. *Direct* : Rani said, "I shall do my best."
Indirect : Rani said that she would do her best.

In sentences 1 and 2, pronouns of the first person in direct speech are changed to the same person as the subject of the introductory verb in indirect speech.

3. *Direct* : Hari said to Reena, "You are right."
Indirect : Hari told Reena that she was right.
4. *Direct* : Mini said to her, "You have not done your work well."
Indirect : Mini told her that she had not done her work well.

In sentences 3 and 4, pronouns of the second person in direct speech are changed to the same person as the noun or pronoun that comes after the introductory verb in indirect speech.

5. *Direct* : Harinder said to me, " She was angry with me."
Indirect : Harinder told me that she was angry with him.
6. *Direct* : She said to me, " He is unwell."
Indirect : She told me that he was unwell.

In sentences 5 and 6, pronouns of the third person in direct speech remain the same in indirect speech.

7. *Direct* : Raj said to you, "You look unhappy."
Indirect : Raj told you that you looked unhappy.

In sentence 7, no change of person is made when the speech is reported to the person to whom it was first addressed.

Remember : The verb '**said**' in the direct speech changes to '**told**' in the indirect speech and the preposition '**to**' is omitted.

Rule : **Change of words :**

- Direct* : The teacher said, " I am taking classes *now*."
Indirect : The teacher said that she/he was taking classes *then*.
- Direct* : Karan said, "I have seen *this* actor before."
Indirect : Karan said that he had seen *that* actor before.
- Direct* : Rani said, "I am unwell *today*."
Indirect : Rani said that she was unwell *that day*.

Remember the following changes :

Direct Speech	Indirect Speech
this/these	that/those
here	there
now	then
ago	before
today	that day
tonight	that night
yesterday	the previous day/the day before
tomorrow	the next day/the following day
last night	the previous night
next week	the following week

These changes are made if the reporting verb is in the past tense.

EXERCISE

Change the following sentences into indirect speech :

- (1) I said to her, "I have something to show you."
- (2) Renu said, "We have moved into a new flat."
- (3) Raj said to her, "You are a smart girl."
- (4) Rita said to me, "I have told you not to waste money."
- (5) Aunt said, "I will not cook for you tomorrow."
- (6) Harpreet said, "The boys are here."
- (7) Parvez said, "This incident took place today."
- (8) The king said to the beggar, "I will not give you anything."
- (9) The teacher said, "The students like me a lot."
- (10) Shiela said to Ali, "You have not done the job given to you."
- (11) She said to him, "I finished the repair work long ago."
- (12) Rekha said to Nita, "You have not returned my umbrella."
- (13) I said to my cousin, "I helped you many times."
- (14) You said to her, "You are a dishonest girl."

- (15) Chirag said to Ajay, "I went for a film yesterday."
 (16) Raminder's uncle said, "You are old enough to look after yourself."
 (17) Pammi said to Rani, "I will go to the market now."
 (18) The father said to the children, "It will be a stormy night."

Indirect Speech - Commands and Requests :

Direct : "Bhagat, shut the door," said Jaspal.

Indirect : Jaspal **told** Bhagat to shut the door.

Direct : "March Forward", said the commander.

Indirect : The commander **ordered** his men to march forward.

In reporting a **command or request** in the **indirect speech**, the **introductory verb** is normally expressed as **told, advised, ordered, asked, begged, warned, reminded**, etc. to suit the sense.

EXERCISE

Change the following sentences into indirect speech. The first one has been done for you :

- (1) "Do not touch the chemicals, Anil," I said.
I advised Anil not to touch the chemicals.
- (2) "Please pay at the desk," the clerk said.
 (3) "Open the lockers," the thief ordered the guard.
 (4) "Write to me as often as you can," said the wife.
 (5) Shabnam said, "Get out of my way."
 (6) The boy said, "Take the letters to the post office."
 (7) "Beware of dogs," said Raman's mother.
 (8) "Do not leave your house at night," mother warned.
 (9) The neighbour said, "Please do not play the radio loudly."
 (10) "Please do as I say," he begged me.
 (11) Kajol said to me, "Make a list of what you want."
 (12) He said to the guide, "Take me to the Taj Mahal".

Indirect Speech - Questions :

Direct : I asked, "Were your students happy there?"

Indirect : I asked if his/her students had been happy there.

Direct : "Why are you looking through the keyhole?" Sukhbir asked.

Indirect : Sukhbir asked me why I was looking through the keyhole.

In reporting a **question** in the indirect speech :

- (a) the introductory verb is changed to **asked, inquired, demanded** or some other word with a similar meaning.
- (b) When the **direct question** has **yes** or **no** as an answer, **whether** or **if** is used after the introductory verb.
- (c) The **Interrogative** form is changed into the declarative form.
- (d) If the **question** begins with interrogative **pronouns** or **adverbs** like *when, who, what, which, how, where, whom, how* and *why* then the same word is used to introduce the **reported speech**.

EXERCISE

Change the sentences into indirect speech. The first one has been done for you :

- (1) The mother enquired, "What games do the children play?"
The mother enquired what games the children played.
- (2) Simi asked, "Did you understand what I said?"
- (3) The police said, "Who owns this gun?"
- (4) She enquired, "Where am I supposed to go?"
- (5) She said to me, "Where were you last night?"
- (6) The boy asked his father, "Are you leaving for Delhi tonight?"
- (7) The teacher asked, "Why have you broken the blackboard?"
- (8) Samir asked Mohan, "Will you write to me?"
- (9) The inspector asked, "How many students are there in the school?"
- (10) The people asked, "When will the train arrive?"
- (11) Mita asked Raj, "Whose shirt are you wearing?"
- (12) Mini asked him, "Which school do you study in?"

Indirect speech - Exclamation and Wishes :

Direct : The students said, "How sad ! We have lost the match."

Indirect : The students exclaimed sorrowfully that they had lost the match.

Direct : The king said to the Prince, "May God bless you."

Indirect : The king prayed that God might bless the prince.

In reporting **an exclamation** or **a wish** in the indirect speech :

- the introductory verb is changed into **wished, exclaimed, prayed, blessed, cried** or any other similar verb
- the words showing exclamation like **hurrah, alas**, etc. are omitted.
- the exclamation sign is omitted.

EXERCISES

- I.** Write the sentences in indirect speech. The first one has been done for you :

"What a silly boy you are!" said Shashi.

Shashi exclaimed and said that he was a silly boy.

- The mother said, "What a lovely boy !"
- Sujata said, "It is sad you could not come !"
- "You must see the exhibition!" said all my friends.
- The class shouted, "Hurray ! we are going to the movie."
- The old lady cried, "How I wish I was dead !"
- "Bravo ! You fought well," said the commander.
- "Alas ! They lost everything in the fire," the boy said.
- The players shouted, "Hurrah! We have won the competition."
- The man said, "God help me! I will never steal again."

- II.** Turn these sentences into indirect speech. The first one has been done for you :

- "Would you like to have lunch with me on Sunday ?" Rama asked me.

Rama inquired of (asked) me if I would like to have lunch with her on Sunday.

- (2) "Could you sew on this button for me ?" Razia asked.
- (3) The coach said, "The team will report at the ground."
- (4) "Will you please help me ?" the old lady asked.
- (5) "Don't drive too fast. This is a busy road," the mother advised.
- (6) The captain said, "If it rains on that day, you will not be able to play the match."
- (7) He said, "I am a good cook and do all my work myself."
- (8) "I missed the flight yesterday," Rahul said.
- (9) "Put all your weapons down," ordered the chief.
- (10) "How lovely! I am going to Amritsar," Mohan said.
- (11) "Keep all the books on the table," the teacher said.
- (12) The headmaster angrily said, " Why have you not finished your homework ?"
- (13) The boy asked, "Which bus should I take for Amritsar ?"
- (14) The saint said, "Do not fight, live in harmony."

Changes to be made while changing from direct to reported speech :

Changes in verb forms	
Direct Speech	Reported speech
Simple present	Simple past
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Simple past	Past perfect
Past continuous	Past perfect continuous
Past perfect	No change
Past perfect continuous	No change
Expressing the future with 'shall', 'will'.	would
Expressing the future with 'shall be', 'will be'.	would be

Direct Speech	Indirect speech
Expressing the future with 'shall have', 'will have'.	would have
Expressing the future with 'will /shall have been'.	would have been
can	could
may	might
might, should, ought to	do not normally change
must	had to

Changes in words expressing nearness of time and place :

Direct	Indirect	Direct	Indirect
this	that	now	then
these	those	here	there
ago	before	today	that day
tonight	that night	tomorrow	the next day
yesterday	the previous day, the day before	last	the previous
night	night	next week	the following week

Changes in personal pronouns :

Pronouns in Direct Speech	Changes in Indirect Speech
First person pronouns : I, we, my, our, myself, etc.	Change according to the person of the subject of the reporting verb
Second person pronouns : you, your, yours.	Change according to the person of the object of the reporting verb
Third person pronouns : He, she, it, they, his, their, them, etc.	Generally, there is no change

18

USE OF ARTICLES

Look at the following sentences :

Sudha received **a** present from Sohail.

I bought **an** egg from the shop.

Please pass me **the** umbrella.

'A', 'an' and 'the' are called **articles**. In fact articles are adjectives. Articles are used with nouns.

Remember:

A and An are called **indefinite articles**. **The** is called **definite article**.

Use of "A and An" :

Indefinite articles 'a' and 'an' are used:

1. before countable nouns which are singular in number.
 - (a) Give me **a book** to read.
 - (b) I want to eat **an apple**.

An is used before words beginning with a **vowel sound**.

Indefinite articles are not used:

1. before such nouns which are not countable.
 - (a) **Honesty** is the best policy.
 - (b) Get **milk** from the dairy.

(No article is used before **honesty** and **milk** because they are not countable.)

2. when the noun in the singular number is used in general sense.
 - (a) God is present everywhere.

Indefinite article 'a' is used:

1. before a word beginning with a consonant,
e.g. a girl, a map, a house

- before a word beginning with a consonant sound,
e.g. a one rupee note, a uniform

(The 'o' in one and 'u' in uniform is pronounced as 'won' and 'yoo'; both of these are consonant sounds.)

Indefinite article 'an' is used :

- before a word beginning with a vowel.
e.g. an orange, an apple, an elephant, an inkpot, an umbrella
- before a word beginning with a vowel sound.
e.g. an honest man, an hour later

(The 'h' in honest and hour is silent. They are pronounced 'onest' and 'our'.)

EXERCISE

Fill in the blanks using 'a' or 'an'. The first one has been done for you :

- An** apple **a** day is good for health.
- Sonu went to buy _____ bottle of milk.
- Delhi is _____ big city.
- I planted _____ tree next to the house.
- Moni was chased by _____ elephant.
- Ajay has _____ slice of bread and _____ egg every morning.
- This is _____ useful hint for _____ essay.
- _____ Indian architect and _____ English artist planned the building.
- Akbar was _____ noble ruler and Birbal _____ honest subject.
- Give me _____ one rupee note and _____ twenty-five paise coin.
- Chandigarh has _____ university that is well known.
- _____ European team came to Orissa for relief work.

Use of "The" :

- (1) **The students** are sitting quietly.
- (2) We are going to **the market**.

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

- (1) when we refer to particular persons, places or things, *e.g.*
The boy is sick. (a particular boy)
- (2) when a singular noun is used as a whole class, *e.g.*
The rose smells good. (Here 'rose' has been generalised).
- (3) before the names of seas, oceans, mountains, rivers and group of islands, *e.g.*
The Ganges is a holy river.
The Himalayas are the highest mountains.
The Andaman is a beautiful place.
- (4) before the names of **newspapers** and **sacred books**, *e.g.*
The Tribune and **The** Indian Express are old newspapers.
The Bible and **the** Quran are holy books.
- (5) before common nouns which are names of things unique of their kind, *e.g.*
The earth moves round **the** sun.
The stars, **the** moon shine at night.
Make **the** world a beautiful place.
- (6) before the names of directions, *e.g.*
The sun sets in **the** west.
- (7) before the names of races and nations but not before the names of languages, *e.g.*
The Hindus, **the** Muslims and **the** Christians live in harmony.
Hindi is spoken more by people than English.
- (8) before adjectives in the superlative and before ordinal numeral adjectives, *e.g.*
December is **the** last month of the year.
Lagaan is **the** best movie of the year.
- (9) before an adjective when the noun is understood, *e.g.*
The good students should help **the** weak ones.
Sameer was loved by **the** young, **the** old, **the** high and **the** low.

We do not use 'the'

- (a) before names of towns, cities and countries, *e.g.*
Delhi, Kolkata, Udaipur, Agra, Burma, India, Sri Lanka, etc.
- (b) before names of persons, *e.g.*
Ashoka, Jehangir, Indira Gandhi, Atal Behari Vajpayee
- (d) before names of mountain peaks, *e.g.*
Mt Abu, Mt Everest
- (e) before names of streets *e.g.*
Madhya Marg, Mahatma Gandhi Road, etc.
- (f) before names of the days of the week and the months of the year, *e.g.*
Sunday, Monday, Tuesday, January, February, March, April etc.
- (g) before names of material, *e.g.*
Saris are made from silk and cotton.
Iron and coal are found in West Bengal.
- (h) before abstract nouns used in general sense *e.g.*
Health is wealth.
Little knowledge is dangerous.
- (i) before names of subjects, *e.g.*
I want to learn music.
Mathematics is a difficult subject.

EXERCISES

- I.** Insert **'the'** where necessary. Put a cross (x) where 'the' is not needed. The first one has been done for you :
- (1) **The** youngest boy has started going to **X** school.
 - (2) Satish is _____ eldest boy of _____ family and is at _____ college.
 - (3) _____ darkness doesn't worry _____ cats.
 - (4) When _____ *Titanic* was crossing _____ Atlantic Ocean, it hit an iceberg.
 - (5) Raman's uncle lives in _____ Amritsar.

- (6) Pammi's family is _____ richest family in _____ town.
- (7) _____ Indian Ocean is smaller than _____ Atlantic.
- (8) _____ umbrella I bought yesterday is made of _____ silk.
- (9) _____ Statesman is read widely in West Bengal.
- (10) Can you say who built _____ Red Fort ?
- (11) _____ English is spoken all over _____ world.
- (12) Mumbai is _____ biggest port in India.
- (13) Punjabi is _____ official language of Punjab.
- (14) _____ Ganges flows into _____ Bay of Bengal.
- (15) _____ sun rises in _____ east.

II. Correct the passage by putting 'a', 'an' or 'the', where needed.

Once upon time there lived king. He had son. He was crowned prince. Queen had died when son was young. King was archer. He rode on elephant when he went hunting. Prince grew up to be strong like his father. But prince was not honest man. He went to university to study. King and queen loved their son. It is true story.

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PUNCTUATION

To bring clarity to our writing, we use a comma (,), a full stop (.), a question mark (?), an exclamation mark (!) and inverted commas (" "). These are some of the **marks of punctuation**.

The use of comma :

The **comma** marks the shortest pause. We use it to bring clarity of meaning in a sentence.

Look at the following sentences :

1. (a) Ajay, Ali and Sam went to school. (no comma before 'and')
- (b) Raja was an honest, obedient and helpful child. (no comma before 'and')

A comma separates a series of words of the same part of speech.

2. (a) Harpreet, please help me with my homework.
- (b) Where have all the students gone, Daisy ?

A comma is used to separate a noun of address.

3. (a) Yes, I will come to see you this evening.
- (b) Well, let me try to do what I can do.

A comma is used to separate expressions like yes, no, oh, well etc.

- 4 (a) The tortoise was left far behind. However, he made up and won.
- (b) In fact, this order was given by the customer.

A comma is used to separate expressions like in fact, too, however

5. (a) You were present on that day, weren't you ?
- (b) She didn't take her illness seriously, did she ?
- (c) He said to me. "I shall help you."

A comma is used to separate question tags or before beginning a speech in inverted commas.

The use of an apostrophe (') :

Look at the following sentences :

6. (a) Mina's dress is untidy.
- (b) The men's toilet is here.
- (c) The teacher's quarters are in the school compound.
- (d) Don't use the computer for some time.

An apostrophe is used to show possession; to write short forms e.g. do not - don't, is not - isn't, you will - you'll.

The use of inverted commas (" ") :

Look at the following sentences :

7. (a) The teacher said, "Where there's a will, there's a way"
- (b) The woman asked, "Jasbir, where do you live ?"
- (c) "I am going to Agra this weekend," said Mayur.

Inverted commas are used to enclose exact words spoken by a person.

The use of full stop (.) :

Look at the following sentences :

8. (a) Do not count your chickens before they are hatched.
- (b) You must wait till I return.

The full stop is the longest pause. It is placed at the end of an assertive or imperative sentence.

Look at the following commands :

Stand up ! Be quiet ! Stop !

Sometimes an exclamation mark is placed at the end of a command.

The use of a question mark (?)

Look at the following sentences :

9. (a) How are you ?
- (b) When did you buy this car ?

A question mark is placed at the end of an interrogative sentence.

The use of an exclamation mark (!)

Look at the following sentences :

10. (a) Well done ! Keep up the good work.
- (b) What luck ! We found the gold coin.
- (c) Hurray ! We have won the match.
- (d) What a beautiful scene it is !

The exclamation mark is used after an exclamatory sentence, interjection and interjectional phrase.

CAPITAL LETTERS

The use of capital letters :

Look at the following sentences :

- (1) The teacher was absent today. She will surely come tomorrow.
- (2) She came to meet me in school. I was not there.

Capital letter is used at the first letter of the first word of a sentence and every new sentence.

- (1) Raj is my friend. He lives in Jalandhar.
- (2) There was a big fair in Ludhiana.
- (3) We are Indians.

Capital letter is used for Proper Nouns and proper Adjectives.

- (1) Oh! God. Alas ! O.
- (2) He asked me to accompany him and I agreed.

Capital letter is used for the letters 'I' and 'O' when used by themselves.

- (1) Sushma said, "Maths is a difficult subject."

The reported speech in the direct narration is started with a capital letter.

- (1) Twinkle, twinkle little star,
How I wonder, what you are.

Capital letter is used for the first word of every line of poetry.

1. (a) Tom Sawyer
(b) The Adventures of Huckleberry Finn
(c) My Experiment with Truth
(d) The Tribune

The title of a person or a book or a newspaper and Important words in a heading begin with a capital letter

1. (a) Monday (b) October (c) Hindi (d) Mathematics
(e) Sikhism (f) God almighty

Names of days of the week, months of the year, languages, subjects, religions and Gods begin with a capital letter.

EXERCISES

- I. Rewrite the sentences using commas and capitals, where necessary. The first one has been done for you :

- (1) will you get the radio for us rachna ?

Will you get the radio for us, Rachna ?

- 2) the gita the bible and the quran are all holy books.

- (3) the stars the moon and the sun are heavenly bodies.

- (4) akbar the great and birbal were great admirers of each other.

- (5) on reaching the banks of ganga he offered his prayers.

- (6) saying thus he breathed his last.

ii. Rewrite the following sentences using appropriate marks of punctuation. The first one has been done for you :

(1) what shall I bring for you when I come back home said the king to his sisters

“What shall I bring for you when I come back home ?” said the king to his sisters.

(2) the traveller said can you tell me the way to the nearest inn
yes said the man

(3) don't be afraid little boy i wont harm you i want to be your friend said the giant

(4) will your mother not be sorry to see you without jewellery
gaurav asked

(5) how have you found so much wealth asked ali babas wife

(6) the drawing room needs sweeping take the broom and sweep it said the principal

(7) o king replied buddha this is the custom we always observe.

(8) mrs prasad said how much did you pay for this picture

(9) gopal sita radha and neelu went to ludhiana

(10) the farmer said I cant give you any money

- III. Use an *apostrophe* where necessary. Some may not need it. The first one has been done for you :

(1) The clowns hat had a feather.	The clown's hat had a feather.
(2) Bubuls eyes are brown.	_____.
(3) The boys ties were flying about.	_____.
(4) My sisters essay got the first prize.	_____.
(6) The childrens books are torn.	_____.
(7) Lets go to the zoo this evening.	_____.
(8) Crows nests are made of twigs.	_____.
(9) On Sunday therell be a fair .	_____.
(10) The babies dresses were on sale.	_____.

- IV. Punctuate the following with **commas** and **inverted commas**, where needed :

1. Rajan said Goodbye.
2. Shiela says In our house there are chairs tables fans and radios.
3. Whose books are these? said Rani.
4. I looked for my pen everywhere said Ali.
5. Give me the books shouted Ranjit.

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INTERJECTION

Read the following sentences :

1. **Hurrah!** our side has won.
2. **Alas!** we have lost.
3. **Hush!** I hear someone's footsteps.
4. **Bravo,** Raja! Well done.
5. **Hello,** Govind! How are you ?
6. **Ah!** that's the problem with you.
7. **Oh!** what a beautiful rose.

Each of the above sentences begins with a word which is used to show some feeling of the mind.

The word *Hurrah* is really a noise made to express pleasure.

The word *Alas* is really a noise made to express sorrow.

Such words are called **Interjections**.

An **interjection** is a word used merely to express some sudden feeling of the mind.

It comes from the Latin words— *inter* meaning between and the *jactus* meaning thrown. It is a word thrown into a sentence and does not really form a part of it.

EXERCISE

Fill in the blanks with a suitable interjection :

1. _____! I finally qualified for the exams.
2. _____! she lost her grandmother last week.
3. _____, Raman! What are you doing these days?
4. _____! what a magnificent vase.
5. _____! that's an excuse all lazy students make.
6. _____! the baby is sleeping.

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LETTER WRITING

It is important to know how to write different kinds of letters. **Letter writing** is a useful art.

There are different forms of letter-writing :

1. Personal letters to family and friends. In a personal letter, we can be informal. A personal letter should be written in a natural, lively and friendly style. We also write social letters to formal friends and acquaintances.
2. Business /Official letters including letters to editors, and letters of application. Such letters should be short, to the point and formal.

A letter should comprise the following :

1. Heading— sender's address, date
2. Greeting or Salutation — My dear/Dear Mother, Dear Ajay, Dear Sir/Madam, etc.
3. Body of the letter
4. Leave taking—Your loving brother/son, Yours sincerely, Yours affectionately, Yours faithfully, etc.
5. Signature—Name of the sender
6. The address on the envelope

Personal letters:

1. You have just joined a boarding school in Shimla. Write a letter to your mother telling her your experience.

St Lawrence High School
Shimla
January 25, 20.....

Dear Mother

How are you? I miss you all a lot, may be since this is the first time I am away from home and without you.

I have already made a number of friends. Most of them are in my class. The girls are from different parts of India. This is really a rare experience and I am learning so much about our country from them. My friends help me with my homework too. We all play different games together. It is extremely cold these days. In this kind of weather we usually play indoor games but when there is heavy snowfall, we are taken for ice skating. The town is beautiful.

The hostel provides good facilities. The food is quite delicious but not as tasty as that cooked by you. We are taken good care of and given all the help and support we need.

Take care of your health and don't forget to take your medicines on time. Please do reply soon.

With lots of love

Your loving daughter
Rupinder

2. Write a letter to your friend describing your visit to your grandparents.

111 Sector 20A
Chandigarh
March 20, 20.....

Dear Simran

This year during the summer vacation, I went to visit my grandparents who live in a village near Saharanpur. It was a wonderful experience.

We went by train from Chandigarh to Saharanpur. Thereafter, we took a bus. From the bus terminal, we went by 'tonga' to my grandparents' house. The road was both *pucca and kuchcha*. The village has about one hundred houses and all around, there is greenery. For miles one can see sugarcane fields. A number of people were working in the fields. There was a scarecrow too. Every house has a vegetable garden and a small orchard with fruits of different varieties. What fun it was plucking fruits from the trees and eating ! There are very few vehicles in the

village. For this reason there is no pollution. Can you imagine there is no electricity in the village! But that was no problem, as the evenings were nice and cool. Sleeping outside on the terrace was what I enjoyed the most. I felt very sad when I had to come away. How I wish you were there too! Do write about how you spent your holidays.

I end my letter with regards to uncle and aunty.

Yours lovingly

Anjali

3. Write a letter to your friend, Vinod, inviting him to your birthday party.

46, Model Town
Jalandhar City
February 02, 20.....

My dear Vinod

You will be glad to know that my birthday falls on the 15th of February. I am planning to celebrate my birthday in my house. I will be hosting a tea party. My mother is a really good cook and she will make a variety of snacks. I am inviting a few of my friends. I will be really happy if you can come. I am sure you will enjoy yourself.

After the party, we plan to see a movie on the video. We also plan to play some games like musical chairs, passing the parcel, seven tiles, etc. You can suggest some games too.

Please do not decline the invitation and disappoint me. Remember me to your parents and convey my regards to them.

Yours affectionately

Sudhir

EXERCISES

- (a) On a hot summer day, you were taking a bath when you noticed a snake. Write a letter to your uncle describing what you did thereafter.
- (b) You are a hosteller in Arya High School, Nawanshahr. Write about your daily routine to your mother.
- (c) Your brother/sister is the captain of his/her school's hockey team. The school lost the match and could not qualify for the zonals. He/she is sad about it. Write a letter encouraging him/her and giving some advice.
- (d) During the summer vacation, you went to visit your grandparents in Amritsar. This was the first time you visited Amritsar. Write your experience to your friend.
- (e) Write a letter to your favourite sportsperson telling him why you admire her/him.
- (f) Your friend has just lost her pet dog. Write a comforting letter to her.
- (g) Write a letter to your cousin in USA, telling him about your school.

Application/Formal Letters :

1. Write an application to your headmaster to grant you leave as you are going to the doctor.

The Headmaster
Govt High School
Faridkot
May 12, 20.....

Subject : Leave Application

Sir

I wish to inform you that I have an appointment with the doctor at 11 a.m.

for a medical check up. Kindly grant me permission to leave the school at 10.30 a.m.

Thanking you

Yours obediently
Shamsher Singh
Class IX B

Complaint / Business letter :

2. You had bought a television. The set is giving you trouble. Write a letter to the dealer to replace the product.

Ms Komal Singh
House No. 324 Sec 34 A
Chandigarh

DK Electricals
Shop no. 186 Sec 17
Chandigarh

Subject : Defective Television

Sir

I want to bring to your notice that about a fortnight back, I had purchased a 28" Sony Television set from your shop. I am sorry to say that for the past one week the product is giving a lot of trouble.

Since this has happened within the guarantee period, kindly replace the product at the earliest.

Thanking you

Yours sincerely
Komal Singh

Official letter :

3. You are Naaz who visited a newly inaugurated dispensary for the poor in your village. Write to the Secretary of Care India, appreciating the project. Complete the letter using words from the points given below:

Ms Nita Sharma
Secretary, Care India
New Delhi
10.6.20.....

Madam

The other day I attended the inauguration function of the free dispensary started by your organisation. The use of _____ will help to take care of the people's health. What is outstanding about the dispensary is the _____ and cleanliness. I wish to praise the _____ who are caring and helping the poorest of the poor in our village.

Yours sincerely

low fees, medical care, excellent medical team, modern equipments
--

Miss Naaz Ahmed
Village Banipur
Distt. Jalandhar

EXERCISES

1. Imagine you are Baldev Oberoi. You are a student of Govt. High School, Ropar. Your father has been transferred to Sangrur. Write an application to the Headmaster of your school, requesting him to send you the School Leaving Certificate.
2. You had purchased a Computer from Amtech and Co. Within seven days you find that there is some problem in this piece. Write a letter to the Manager requesting him to replace it.

3. You are a student of Model School, Patiala. Write an application to the Headmaster requesting him to grant you a full fee concession. Give reasons like father's income, family conditions, academic and sports merit.
4. Suppose you are Harjit Singh. You are a student of Class X at the Govt. High School, Balachaur. Write an application to the Headmaster to grant you leave for four days because you are ill.
5. Write a letter to the Health Officer of your town/city complaining about the insanitary conditions in your locality.
6. Write a letter to your local cycle dealer, placing an order.

* * * * *

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CREATIVE WRITING

Paragraph Writing :

A paragraph is not a substitute for an essay. In fact, a paragraph forms part of an essay. The difference is that a paragraph deals with one idea and not more than one, whereas an essay might deal with more than one idea. A good paragraph has the following features.

1. A paragraph should deal with only one topic.
2. The opening sentence should be the key sentence. It should express what you are going to write about.
3. The last sentence, like the first, should also be impressive.

(1) Write a paragraph on : 'My Best Friend'

A true friend is rare in the world. But I am lucky as I have a friend who will stand by me through thick and thin. My best friend's name is Gurbir Singh. We have been classmates since we were in Class 1. He lives close to my house. He is tall and smart. He is a good debater and sportsman. Gurbir is very kind and helpful too. Though he is very good in studies, he is not proud and haughty. My parents say he is a very good influence on me. Everyone likes him, be it the teachers, students or other school staff. Gurbir helps me with my homework and other difficulties. I will always cherish our friendship and pray it continues the same way in the years to come.

(2) Write a paragraph on : 'A Day in Bed'

It was Monday morning and the first day of school after the summer vacation. I tried to get up but there was a severe body ache and the feeling of fever. I felt too weak to go to school, so I took to the bed. The day started off well with everyone in the family pampering me. But soon Mummy and Daddy left for work. I was left all alone to entertain myself. I played a game of cards all by myself, read a few story books and listened to some music. The day seemed unending. The evening passed off better, as my brother was back from school and we both played a

good game of chess. Before I went to sleep, I prayed that I get well soon so that I did not have to spend another boring day in bed.

(3) Write a paragraph on : 'A Visit to a Historical Building'

During my summer vacation, I decided to visit my uncle at Agra. I had always wished to see the Taj Mahal and this way my wish could finally be fulfilled. We were advised by the guide to visit the tomb in the silvery light of the moon. We went late in the evening to the site. I could not believe my eyes when I saw this wonder of the world. The marble tomb looked marvellous in moonlight. It was a breathtaking sight. The guide told us that it had taken twenty two years to construct the Taj. It is indeed an exquisite piece of architecture. We spent two hours enjoying the beauty of the tomb. The Taj is threatened by pollution. We must make an all-out effort to preserve this grand heritage of ours.

(4) Write a paragraph on : 'Diwali'

Diwali is an important festival of the Hindus. It is called the Festival of Lights. It is celebrated throughout the country. It is celebrated to mark the return of Lord Rama to Ayodhya after fourteen years of exile. On the day of Diwali, people wear new clothes. Houses are cleaned and whitewashed for Diwali. Markets are crowded with people purchasing sweets, gifts and crackers. There is festivity all around. People also visit friends and relatives to greet them. In the evening, lamps are lit, children and adults burst crackers. Many people worship Lakshmi, the Goddess of wealth. The Golden Temple in Amritsar is also beautifully decorated on Diwali.

EXERCISES

Write a short paragraph on each of the following :

- (1) An accident scene
- (2) My favourite television programme
- (3) The storybook I enjoyed reading the most
- (4) My best friend
- (5) A day without mother

- (6) A visit to the Golden Temple
- (7) A school picnic
- (8) A market near my house
- (9) A railway journey
- (10) Baisakhi

NOTICES

A notice is a written message or news meant to inform people of some event, holiday, examination, etc.

A notice should have the following features :

1. **Heading**—The heading should clearly state for whom the notice is meant.
2. **Date of issue** of the notice.
3. If the notice is about an event that has to take place, it should clearly state the day, time and venue of the event.
4. It should have the name, designation and address of the writer at the bottom of the notice.
5. A notice should not be ideally more than 30 words.

Specimen :

- (1) The following notice is issued by the PTI of a school requesting students to enrol for free yoga classes.

20th April, 20...

Attention All Students!

Interested in attending free yoga classes from 1st to 15th May every morning between 6 a.m. to 8 a.m.. The classes will be held in the school auditorium. Enrol fast. Seats limited. Hurry !

Mr R.P. Singh
(P.T.I.)

- (2) The following notice is issued by the librarian of a school to return borrowed books to the library before the school closes down for the summer vacation.

25th April, 20...

Attention All Students!

Kindly return all the books borrowed from the library before 1.5.20.....
Any student who fails to do so will be charged a fine of rupees three per day.

Mrs Baljit Kaur
(Librarian)

EXERCISES

- (1) You are Kulbir Singh of class VII. You have lost your new water bottle. Write the notice that you would like to put up on the school notice board.
- (2) You are the Sarpanch of your village. Write a notice inviting adults to donate blood at the blood donation camp to be held at the community centre.
- (3) You have misplaced a library book '*Panchtantra Tales*'. Write a notice that you would like to put in the classroom.
- (4) You are the sports captain of your school. Write a notice to all participants to submit their names, mentioning the event in which they would like to take part.

Story Writing

You cannot write a good story unless the whole plot is clear in your mind. This is the outline of the story. You need to arrange the main points in proper order so that the story flows naturally.

The language must be clear and grammatically correct. Punctuation marks must be correctly placed.

Here are some points that will help you to write a good story :

1. While writing a story, ensure that you follow the order decided as closely as possible. Do not skip or miss out any of the points you have noted in the outline.
2. Make sure your story reads well. The order of events/actions should flow naturally one after another.
3. If you think that a dialogue or conversation will go well in any particular portion of the story, make sure that it is relevant and interesting.
4. The concluding part should not come suddenly. The reader should be given the feeling that the conclusion is near. The conclusion should contain an element of surprise. This is one of the hallmarks of a good story. It leaves the reader wishing that the story had continued, even though he knows that it has ended well.
5. Give your story a suitable title.

(1) The Sun and the Wind

Specimen outline :

Dispute between sun and the wind—which is stronger ?—wind boastful but not the sun—traveller—a test case—wind blows—buttons his coat tightly—fails to make him remove the coat—then the sun shines—traveller takes off his coat—sun stronger.

The Story :

Once a dispute arose between the sun and the wind. The wind boasted that it was stronger than the sun. The sun was not boastful or proud. But it refused to accept the wind's superiority.

In the meanwhile, a traveller happened to come there. He was wearing a coat. Both claimed that they would make the traveller remove his coat. First, it was the wind's turn to try. It blew as hard as it could. The faster it blew, the tighter the traveller wrapped up his coat. The wind failed to make the traveller take off his coat.

Then it was the sun's turn to show its strength. It started shining brightly. The traveller who was shivering with cold, felt relieved. Soon he started sweating all over, and removed his coat. Thus the sun won the contest.

(2) Three Friends**Specimen Outline :**

Three friends ____go on a journey____found a bag of money____decide to divide the money____feel hungry____one goes to fetch food____two feel greedy____plan to kill the third____the third too feels greedy____poisons food to kill the other two____all get killed.

The Story :

Once there lived three young men in a town. They were very good friends. One day they set out on a journey. Their way lay through a forest.

All of a sudden they found a bag of money. They were overjoyed. They decided to divide the money among themselves. They sat under a tree to divide the money. But they were very hungry. They decided that one of them should go to the nearby town and fetch some food.

When one of them was gone, the other two felt greedy. They decided to kill him. On the other hand, their friend also felt greedy. He decided to poison the food and kill his friends.

When he returned with the poisoned food, his friends murdered him. Then they began to eat the food. Soon they died of poisoning. The dead bodies of all the three friends lay beside the bag of money. Greed led to their death.

(3) The Hidden Treasure**Specimen Outline :**

An old farmer—four idle sons—father worried—wanted to reform them—on his deathbed—told them of a hidden treasure in his fields—died soon after—sons dug up the fields—no treasure found—sowed wheat—rich harvest—found the hidden treasure.

The Story :

Once there lived a farmer in a village. He had four sons but all were idle. He was worried on their account. He wanted to reform them.

One day he fell seriously ill. He was on his deathbed. He called his sons to his bedside. He told them of a hidden treasure buried in his fields. But he did not know the exact spot. He advised them to dig the field deep to find the treasure.

The farmer died soon after. The sons started digging the fields. But they could not find the treasure. They felt disappointed. Finally they gave up and sowed wheat in the fields. Since they had dug deep, they reaped a rich harvest. Thus, they realised that hard work is the key to all treasures. Their father meant this hidden treasure. From that day onwards, they gave up their laziness and became hardworking farmers. They learnt the lesson that nothing could be gained without working hard.

EXERCISES

Write stories using these outlines. Give your story a suitable title.

1. A donkey carries a load of salt—crosses a stream—sits in the middle of the stream—salt dissolves in water—donkey relieved of load—the master teaches a lesson—loads the donkey with cotton—donkey repeats the trick in the stream—load increases.
2. Hare—made fun of tortoise—his slow pace—proud of his speed—challenge to run a race—hare—very fast—far ahead of tortoise—rested on the way—fell asleep—tortoise—steady pace—reached the goal earlier—hare awoke—too late—lost the race.

3. Robert Bruce—King of Scotland—defeated by the English—
—tried to free his country—in vain—fled to the caves—sad
and disappointed—saw a spider trying to reach the ceiling—
the spider tried again and again—succeeded in the tenth
attempt—Bruce learnt a lesson—tried once again—
succeeded.
4. A shepherd boy—grazed his sheep near his village—bad habit
of telling lies—cried 'wolf, wolf' in jest—villagers came
running—found no wolf—felt angry—played the trick once
again—one day the wolf really came—cried for help—none
came—got killed.
5. A woman in a village—had a pet mongoose—small baby—
woman went to market—baby left in the care of mongoose—a
snake entered the house attacked baby—the mongoose fought
the snake and killed it—baby saved—woman returned—saw
blood in the mouth of the mongoose—killed the mongoose—
repented on seeing the baby alive—too late.

REVISION TEST PAPER 1

(Based on Lessons 1 to 8)

I. Fill in the blanks with appropriate abstract nouns :

1. Raj is particular about the _____ of his room. (clean)
2. I am impressed with your _____ of computers. (know)
3. He showed a lot of _____ during the teaching. (patient)
4. Many great leaders helped us to get our _____ (free).
5. The soldier's _____ won him a gallantry award. (brave)
6. She treated her father with _____. (kind)

II. The verbs in the following sentences are transitive. Supply suitable objects after them :

1. The boy was very hungry so he _____
2. The painter painted a _____
3. My friend met an _____
4. The farmer ploughed the _____
5. Shanti gave away _____

III. Rewrite the sentences, changing the gender of the words in italics :

1. For this historical film, the *actor* dressed as a *king*.
2. The *tigress* chased the *duck*.
3. Raj lives with his *father* and *grandmother*.
4. The *landlord* asked the *washerwoman* to dry the clothes in the balcony.
5. The farmer has a *horse*, a *cow* and a *bitch*.
6. The old *man* has a *nephew* and *son* living in the village.

IV. Use an apostrophe to show possession where necessary and rewrite the sentences :

1. The book of my aunt is lost.
2. I stitched the dress of the baby.
3. I went to the houses of the nurses.
4. He is the husband of Rani.
5. These are the toys of the children.
6. The gun of the soldier is lost.

7. The door of the refrigerator is broken.
8. The contents of the suitcases were known to all.

V. Change the nouns in the plural to their singular form wherever applicable. Rewrite the sentences after making other necessary changes too :

1. The women work in the nearby cities.
2. The schools were closed yesterday.
3. Ajay's spectacles are broken.
4. My feet are dirty but my hands are clean.
5. The thieves wanted to enter the churches.
6. Ramanpreet used sharp knives to slice the loaves.
7. My trousers are loose.
8. Cars need batteries.
9. The mice bit the cloth with their teeth.

VI. Tick the correct verb so that it is in agreement with the subject :

1. She (spend/spends) most of her time in the kitchen.
2. Rama (teaches/teach) in the school.
3. That man (are/is) our teacher.
4. One of the boys (have/has) a computer at home.
5. The children (was/were) playing in the park.
6. I (am/is) not afraid of ghosts.
7. Neither he nor I (was/were) present at the show.
8. The quality of these mangoes (is/are) good.

VII. Spot the incorrect word in the sentence and correct it. Use the correct word in a sentence of your own :

1. The hair chased the tortoise.
2. The principle of the school was awarded for his good work.
3. The wait of this box is not much.
4. The dog took a peace of meat from the shop.
5. We must prey to God every day.
6. There was a big sail of woollen goods in Ludhiana.
7. We will meat tomorrow same time.
8. All the people were very happy during Akbar's rain.

REVISION TEST PAPER 2

(Based on Lessons 9 to 15)

I. Choose the correct form of the adjective to complete the sentence :

1. This place is _____ (clean/cleaner) than that one.
2. Among all the dresses, the red one is the _____ (better/best).
3. This is the _____ (more popular/most popular) song.
4. Rajdhani is the _____ (faster/fastest) train.
5. He has _____ (more/most) books than I have.
6. Can you spare _____ (a little/few) money ?
7. Sajna got the _____ (lesser/least) marks in the examinations.
8. My bag is _____ (heaviest/heavier) than his.

II. Underline the adverbs in the following sentences and say their kind :

1. We frequently go out to eat.
2. The grandfather advised seriously about the future.
3. Simi ran forward.
4. It is raining here.
5. We are leaving for Amritsar tomorrow.
6. The tank is nearly full.
7. When will Rajat come ?
8. Rita speaks softly.

III. Combine the sentences using appropriate conjunctions :

1. She read the book. She kept it away.
2. Karan failed this year. He did not work hard.
3. It was very cold. The water in the bucket had frozen.
4. He is a good boy. He is lazy.
5. He will not buy the house. It is new.
6. Sam must come early. He wants to catch the train.
7. We were at home all evening. We did not watch television.
8. Hurry up. You will be late.

IV. In the following sentences, separate the Subject and the Predicate :

1. The early bird catches the worm.
2. The twittering of the birds delights us.
3. The earth revolves around the sun.
4. I shot an arrow into the air.
5. All roads lead to Rome.
6. Delhi is the capital of India.

V. Change the verbs in the sentences from the active to the passive voice :

1. The hunter shot the deer.
2. She promised me a gift.
3. Kirti is buying a card.
4. Who taught you English ?
5. We chose him our leader.

VI. Fill in the blanks with a suitable pronoun and tell its kind :

1. _____ enjoyed the film.
2. _____ broke the glass ?
3. If the children do not like milk, do not force _____.
4. Be careful while _____ cross the road.
5. _____ property belongs to Mr Gupta, _____ inherited it from _____ father.

VII. Tick the correct preposition :

1. Ali complained (against/with) me to the Principal.
2. Shiela has just recovered (at/from) the illness.
3. Rajan was charged (with/by) murder.
4. Be careful (on/about) what the people think of you.
5. Gagan is different (from/of) Ravi.
6. This game is useful (to/for) children.
7. I am confident (to/of) securing a first division.
8. Sam lives (at/on) Madhya Marg.

REVISION TEST PAPER 3

(Based on Lessons 16 to 22)

I. Fill in the blanks with *a, an, the* as required. Put a X where no article is required :

1. He will wait for me near _____ station.
2. This is _____ best film I have seen.
3. I saw _____ emerald in _____ shop.
4. Delhi is situated on _____ banks of _____ river Yamuna.
5. I have _____ red colour carpet.
6. I go to _____ bed early.
7. I have _____ appointment with _____ Principal of _____ Saint Kabir School.
8. He had just _____ cup of tea without _____ milk or _____ sugar.

II. Complete the following sentences by choosing the correct alternatives from those given in brackets :

1. When we arrived at the station, the train _____ (had been leaving/was leaving/had just left)
2. It _____ all night. (rains/is raining/has been raining)
3. After I _____ my work, I shall go out. (finish/shall finish/had finished)
4. By this time tomorrow, I _____ Kolkata. (shall reach/shall have reached/had reached)
5. She is really bright. She _____ four languages. (speaks/will speak/has spoken)

III. Report in indirect speech :

1. Saroj said, "I have finished my work."
2. Hari said to the girl, "How old are you ?"
3. They said, "Hurrah! We have won the match."
4. She said, "Oh God! Forgive me."
5. Harjeet said, "I will be absent tomorrow."
6. Ritu said, "Both my parents are doctors."
7. The commander said to his troops, "March forward."
8. Rimi said, "John, I looked for you yesterday."

IV. Punctuate the following paragraph using full stops, commas and inverted commas.

Raman lived in Mumbai he loved to read sing and dance his father worked in a company in Delhi his father was a clerk in the state bank of India his father always said work hard and you will succeed he lived with his sister brother and mother he believed in the teachings of Nehru and Gandhi

V. Fill in the blanks with the present, past or future continuous tense of the verbs in brackets :

1. Simi cannot go because it _____ outside. (rain)
2. We _____ for a picnic today. (go)
3. He _____ his friends for his wedding next week. (invite)
4. We felt afraid as it _____ dark. (get)
5. The girl _____ her last song when we arrived. (sing)
6. I _____ to play hockey. (plan)

VI. Write a paragraph on any one of the following topics :

1. A school football match
2. Helping mother at home
3. My favourite festival
4. The place I would like to visit
5. My best friend
6. The book I enjoyed reading most

VII. Write one of the following letters :

1. To your grandmother describing your school.
2. To your Principal asking permission for extension of your holidays.
3. To your class teacher saying you are unwell and need a week's sick leave
4. To Raman Publishers about some mistakes in their English Reader for class VII.

VIII. You are Satbir of Class VII. Write a notice for your school notice-board saying you have lost your report card.