



LET'S LEARN ENGLISH GRAMMAR AND COMPOSITION

Part-VIII

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Part - VIII

SENIOR SERIES

Name

Class

Section

Ph. No.

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Preface

Let's Learn English Grammar and Composition is a series of English grammar books for classes 1 to 8. Each book in this series is a perfect combination of a textbook and workbook and is a complete package in itself.

Grammar is the heart of a language therefore without a strong foundation in language, creative and meaningful communication is not possible. Language without proper grammar is like "**food without salt**".

The purpose of this series is to simplify the use of grammar. Therefore each topic is dealt compressively with appropriate examples and exercises, best suited to the learners. Hindi translation of some topics has been mentioned which would be helpful for the parents while helping the students in their home work.

Utmost care has been taken while checking the final blue print of grammar book . Even if there is any error or suggestion, the same is welcomed on the below mentioned E-mail .

Let's Learn English Grammar and Composition aims to help learners find their way slowly but steadily from one class to the other and to strengthen conceptual grasp of the learners through elaborate discussions, definitions, examples and recapitulation of each topic.

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THE SENTENCE AND ITS PARTS

The sentence : We have already read about the sentence in earlier classes. A **group of words** that makes **complete sense** is called a **sentence**.

Now study the following group of words:

1. wrist my gifted uncle me a watch
2. Mr teaches Rakesh Hindi me
3. are where the birds chirping
4. God bless may her child with a



The above groups of words do not make a complete sense. Now see the following group of words with the same words after re-arrangement :

1. My uncle gifted me a wrist watch.
2. Mr Rakesh teaches me Hindi.
3. Where are the birds chirping?
4. May God bless her with a child!



The above groups of words make complete sense and are known as **sentences**.

So we can say that **sentence** is a group of words arranged in such a way that it conveys **complete sense**.

Now see the following sentences :

1. Rahul is playing cricket in the lawn.
2. Hurrah! We have won the tug of war of under -17 girls.
3. May God bless her with wisdom!
4. Please bring a glass of water for me.
5. Who is knocking at the door?



Note : A sentence begins with a capital letter and ends with a full stop (.) / an exclamation mark (!) or a question mark (?).

PARTS OF A SENTENCE

A sentence has two parts : Subject and Predicate

1. **Subject :** A word or a group of words which denotes the **thing/person** about **which/whom** something is said is called the **subject**.

We can say that the **doer of any action** is called the **subject**. The **subject** can be a **single word** or a **group of words**.

2. **Predicate** : A word or a group of words which **tells something** about the **subject** is called the **predicate**.

Like **subject predicate** may have **single word** or a **group of words**.

Subject	Predicate
Snakes	hiss.
The Hindus	burn their dead.
The children	are playing chess in the room.
The Chief Minister of Haryana	declared holiday for tomorrow.

A. Rearrange the following words to make sentences:

1. brother / . / my / gifted / cycle / a / me / birthday / my / on

.....

2. gave / . / my / grandfather / old / an / book / to / I / read

.....

3. it / why / ? / is / hot / today / so / room / the / in

.....

4. fish / brother / . / younger / my / the / into / pool / the / dropped

.....

5. trophy / him / with / awarded / headmaster / our / a / beautiful / .

.....

B. Underline the subject in each of the following sentences:

1. Africa is covered with forests.
2. Our National song 'Vande Matram' was written by Bankim Chandra Chatterjee.
3. They celebrated Shagandeep's birthday yesterday.
4. More national parks are required to save wildlife.
5. The soldiers fought with the enemy bravely.



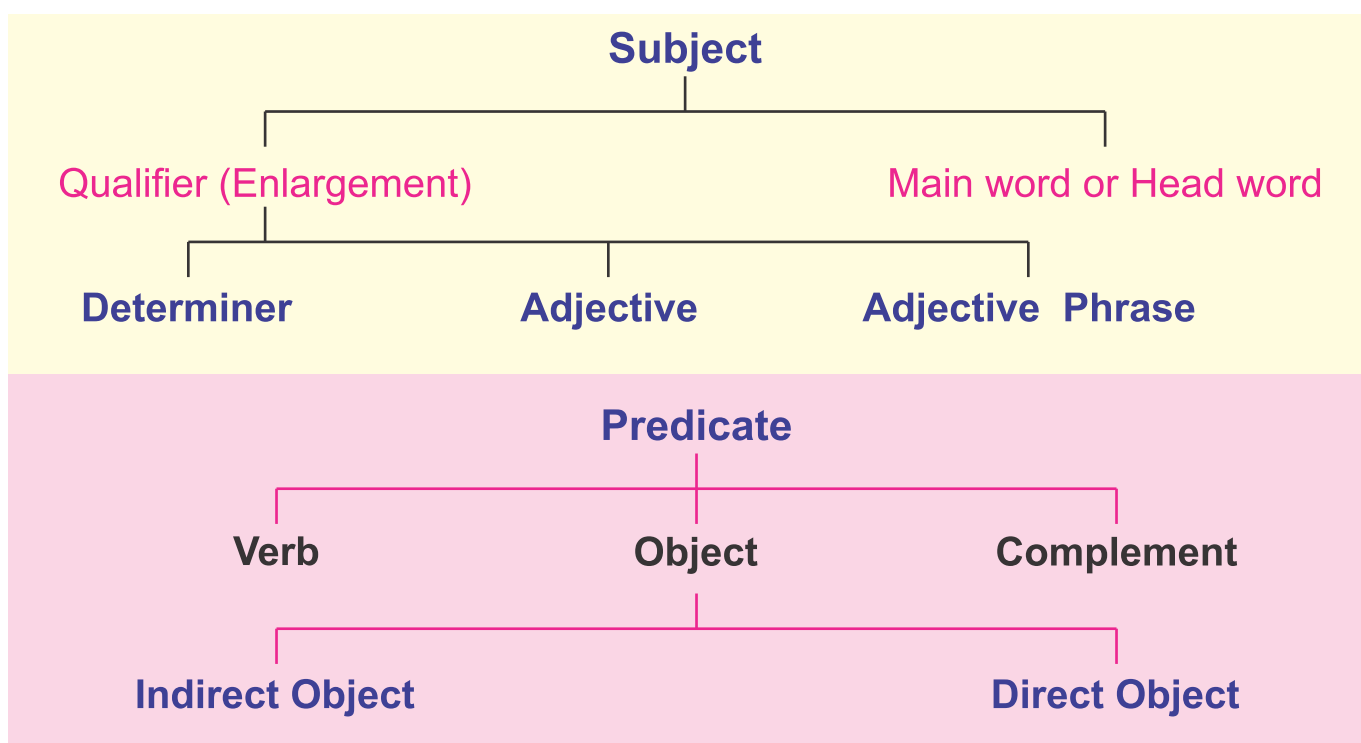
C. Underline the predicate in the following sentences:

1. Nisha arrived at the right time.
2. Prevention is better than cure.
3. Pallavi and Prempal will arrive at the station at 9:30 p.m.
4. Suman Bala completed the assignment at night.
5. The soldiers stopped firing practice in the evening.

D. Underline the subject in the following sentences rearranging the words given in brackets:

1.is writing a letter. (the/boy/ desk / at/ the)
2.was given to him. (a/ watch/ beautiful)
3.is reading a book. (the / boy/ red shirt/ in / the)
4.can't talk. (dolls/ those)
5.are very pretty. (flowers/ in my garden/ the red)
6.must have opened the door. (friend/ his / either/ he/ or)

We see that the subject is a noun or a pronoun and the predicate is a verb but a sentence may have other parts too.



Subject : Now see the following table.

Subject		Predicate
Determiner	Noun	
Some	girls	danced.
A	dogs	barks.
My	sister	stammers.

In this table the **subject** has two parts: **qualifier** and **the main word** (In the main word there is always the **noun**.)

Now see the following table :

Subject			Predicate
Determiner	Adjective	Noun	
My	elder	brother	is a doctor.
Those	naughty	students	were punished.
These	small	girls	danced today.



In this table the main word is explained with two words and **the main word** is **a noun**. It should be remembered if there is a word before the main word, it is called **qualifier** and when there are two words, the **adjective** is called the **qualifier** and the one **before** the adjective is called **determiner**.

Now see the following table:

Subject				Predicate
Determiner	Adjective	Noun	Adjectival Phrase	
A	valuable	ring	made of gold	was found yesterday.
A	sharp	knife	stained with blood	was found in his bag.
A	little	girl	from the cottage	stood before me.

Note :

1. When the **subject** will only be **a word**, it will be a **noun / pronoun / gerund** or **infinitive**.
2. When there will be an **explanation** of the **subject**, it will be a **noun**.
3. When the **subject** will be **explained** with **one word** only, it will be **placed before** the **subject** and it is **called** a **qualifier**.
4. If there will be **two words before** the **subject** to explain it, the **first** word will be the **determiner** and the **second** one will be the **qualifier** and the **qualifier** will be an **adjective**.
5. The **adjectival phrase** used to **explain** the **subject** will be **used after** it.

Important Note : The use of **determiner** and **qualifier** will be **before** the **subject** (main word) and the use of **adjectival phrase** will be **after** the **subject** (main word).

Note : **Gerund (verb + ing)** and **infinitive (to + verb)** are also used as **subject**. Some

words are also used to explain them and they are called **object** or **modifier**.

Now see the following table carefully:

Subject (Infinitive)	Predicate
To forgive	is divine.
To find fault	is easy.
To suffer	is the lot of mankind.
Subject (Gerund)	Predicate
Taking photograph of wild animals	is his hobby.
Eating between meals	is bad for health.
Reading	makes a perfect man.



'It' and **'There'** are also used as subjects. **'It'** is used as **impersonal** or **neutral adverb** and **'there'** is used as **introductory adverb**.

Now see the following table:

Subject (It and There)	Predicate
It	was very hot outside.
It	was the fifteenth of August.
There	is a hundred rupee note in my pocket.
There	are eight planets in the solar system.
There	is no hope of her survival.

E. Write the various parts of the following sentences in the table as per given example

1. Girls laugh.
2. The lightning flashes.
3. The sun rises in the east.
4. The earth is round.
5. The bright sun shines.
6. The teacher punished the students.
7. The speaker was addressing the audience.
8. The ripe apples in the basket are sweet.
9. My younger brother in Kanpur is a doctor.
10. A black bird sitting in the tree was shot.



Subject				Predicate
Determiner	Adjective	Noun	Adjectival Phrase	
An		elephant		trumpets.

F. Write the subject and the predicate in the following table:

- | | |
|---|---------------------------------------|
| 1. Swimming in a big river is not easy. | 2. To lose one's key is annoying. |
| 3. Saving something regularly is necessary. | 4. To respect our elders is our duty. |
| 5. Sleeping is necessary for life. | 6. To cheat others is not proper. |

Subject (Infinitive)	Predicate
Subject (Gerund)	Predicate

G. Match the subjects in column 'A' with the right predicates in column 'B'.

Column A

- a) The sun
- b) The postman
- c) The rose
- d) India
- e) The moon

Column B

- p) is a beautiful flower.
- q) became independent in 1947.
- r) shines at night.
- s) has brought the letters.
- t) gives us light.

Predicate :

Like **subject** the **predicate** is also accompanied with other words.

See the following table:

Subject	Predicate
Radha	stammers.
They	weep.



In the above table **predicate** is a **verb** only.

See the table below:

Subject	Predicate	
	Verb	Object (noun or noun phrase)
Somebody	has stolen	my purse.
The chairman	has called	a meeting.
The teacher	patted	Sham.



In the above table there are more than one word in the predicate which is called **object**.

Now see the table below:

Subject	Predicate		
	Verb	Object (Indirect)	Object (Direct)
Mr. Vinod	taught	us	English.
My friend	offered	me	milk.

In the above table we see that there are **two objects** with the verb in **predicate**. The **first** object is a **person** and the **second** is a **thing**. The first is called **indirect object** and the second is called the **direct object**.

Sometimes the **direct object** may be a **living being**. e.g. He gave me **a cow**.

Now see the following table :

Subject	Predicate	
	Verb	Object (Gerund or Gerundial Phrase)
My brother	enjoys	playing hockey.
Mr. Kapoor	loves	teaching.
We	mustn't miss	seeing him.

In the above table there are two parts of the predicate: The first is the **verb** and the second one is the **gerund**. Here **gerund** is like an **object**. **Verb** and **object** joined together is called **predicate**.

See the following table:

Subject	Predicate	
	Verb	Object (infinitive or infinitive phrase)
I	hoped	to secure first division.
Rakesh	proposes	to buy a flat.
They	would like	to visit the zoo.

In the above table the **infinitive** is the **object** of the **verb**. **Verb** and **infinitive** joined together is called **predicate**.

See the following table :

Subject	Predicate		
	Verb	Object	Complement (noun or noun phrase)
Pandit Motilal	named	his house	Anand Bhawan
The teacher	appointed	Hardik	class representative.

In the above table **verb**, **object** and **complement** are joined together to make **predicate**. There is **noun** or **noun phrase** in the **complement** and this complement is called **objective complement**.

See the following table :

Subject	Predicate		
	Verb	Object	Complement (adj/adj phrase/ past participle)
Your letter	made	me	anxious.
The jury	found	him	guilty.
The Principal	thinks	the peon	very honest.

We see that there is **verb**, **object** and **complement** and in this **complement** there is **adjective/ adjectival phrase/ past participle**. This is also called **objective complement**.

Now see the table below:

Subject	Predicate	
	Verb	Object / Complement
Jai Chand	was	a king. (noun)
They	are	lucky.(adjective)
The books	are	on the table.(adverbial)
Nobody	is	inside. (adverbial)



Here **predicate** is a **verb + object/complement**. In the first sentence the complement is a **noun**, in the next sentence the complement is an **adjective** and in the last two it is an **adverbial**. This kind of complement is called **subjective complement**.

Remember : After the verb to be (**is, am, are, was, were**) we always use **complement** and the **transitive** verbs always take an **object** after them.

H. Fill in blanks by putting the predicate part given in the brackets in right order.

- We (ourselves/ neighbours / as/ should /our/ love)
- Mr D.R. Sharma (been/ has/ selected/ staff-club/as/ of / the/Secretary)
- You (regularly/ your/ do/ should/homework)
- Pt. Mota Singh (Anand Bhawan/ his / named/ house)
- We (play/ a / match/ on/ Sunday/ shall/ cricket)
- Your younger brother (my /is/in/ class)
- His master (work/ his/ with/ satisfied/ was)

- h) You (warned/ come/ not/ were/ late/to)
 i) A clever fox (standing/ the / was/ under/ tree)
 j) The teacher (absent/ monitor/ the / found)
- I. 1. Gandhiji (truth/ preached/ non-violence/and)
 2. You (behave/ never/ like/ person/ a good)
 3. I took (books/ from/ the/ library/ two)
 4. One should (hard/ work/ in/ to/ succeed/life)
 5. Gandhiji (the/ path/ followed/ always/ of/ non-violence)
 6. Let us (loins/ our/ gird/ to/ spread/ up/ education)

J. Match the subjects with suitable predicates:

- | | |
|-------------------|------------------------|
| 1. Akshay Kumar | a) preach honesty. |
| 2. The question | b) were burnt down. |
| 3. The saints | c) looked scary. |
| 4. Villages | d) was a great dancer. |
| 5. The deep river | e) remained unsolved. |



K. Tick the correct option for the bold words:

- | | | | | |
|--|-------------------------------------|--|---------------------------------------|---|
| 1. The moon is beautiful. | a) subject <input type="checkbox"/> | b) adverb <input type="checkbox"/> | c) verb <input type="checkbox"/> | d) predicate <input type="checkbox"/> |
| 2. The angry cobra attacked the boy . | a) subject <input type="checkbox"/> | b) sub. complement <input type="checkbox"/> | c) predicate <input type="checkbox"/> | d) object <input type="checkbox"/> |
| 3. The sailors were excited . | a) subject <input type="checkbox"/> | b) sub. complement <input type="checkbox"/> | c) predicate <input type="checkbox"/> | d) object <input type="checkbox"/> |
| 4. We elected him the captain . | a) subject <input type="checkbox"/> | b) subject complement <input type="checkbox"/> | c) predicate <input type="checkbox"/> | d) object complement <input type="checkbox"/> |
| 5. The police caught the thief. | a) subject <input type="checkbox"/> | b) sub. complement <input type="checkbox"/> | c) predicate <input type="checkbox"/> | d) object <input type="checkbox"/> |
| 6. He is very innocent . | a) subject <input type="checkbox"/> | b) subject complement <input type="checkbox"/> | c) predicate <input type="checkbox"/> | d) object complement <input type="checkbox"/> |

L. Re-arrange the following words and phrases in meaningful sentences.

1. went to/ a friend's dog/ see/ Sita and Ravi.

2. six puppies/ to / has/ my friend's/ given birth/ bitch.

3. many times that/ Sita told Ravi/ two dogs/ had/ already/ she.

4. more dogs/need/any/ do not/ we.

5. is one/ summer visitors/ the/ of the/ swallow/ best known.

Direct and Indirect Objects

A predicate may consists of two objects: **direct object** and **indirect object**.

Direct Object: The object that shows what is said to or given to a person, or done for a person is the **direct object** of the **predicate**.

Indirect Object: The object that shows the person for whom something is said or done, or to whom something is given is the **indirect object** of the **predicate**.

1. The principal gave **the student** **a medal**.
2. My grandmother told **me** **stories**.
3. Suhana presented **her friend** **a watch**.

A medal, stories and **a watch** are the **direct object** of the predicate.

The student, me and **her friend** are **indirect objects** of the predicate.



M. Underline the direct object and encircle the indirect object in the following sentences.

1. My father gave me a new shirt.
2. Pooja told her sister a fake tale.
3. His servant gave him a cup of coffee.
4. Shivank presented Hardik a beautiful watch.
5. Mr Vinod Singla teaches us English.



Position of subject in a sentence

It is not necessary that the **subject** is placed in the beginning of a sentence. It **may come in the middle** or **in the end** or sometimes it is **implied**.

1. Along the bank of canal, **Parwinder** walked five kilometers on foot.
2. **My brother** is in the office this time.
3. Don't make **the office** dirty.
4. Don't pluck **these flowers**.



- ❖ In **assertive sentences** the position of subject is before the predicate i.e. in the beginning e.g. **Balwant Singh** is my best friend.
- ❖ In **imperative sentences**, the **subject you** is expressed **indirectly**. e.g. Sit down there. Water the plants in the garden daily. Drink more water to keep healthy. Don't spit on the floor.
(In **Interrogative, exclamatory** and **optative sentences** subject comes in **the middle**.)
- ❖ In **interrogative sentences**, the **subject** is in the **middle** of a sentence as interrogative sentences begin with **wh** question words like **who, when, ...or helping verbs like is, am, are ...** Which **office** have you joined? Are **you** making fun of me? Is **your brother** coming from America today?
- ❖ In **exclamatory sentences**, exclamation word is to be placed first. e.g. **What an intelligent** girl she is!
- ❖ In **optative sentences**, the words expressing wish or a prayer are to be placed first. e.g. **May God** bless you with wisdom!

Activity

Ask the students to make flash cards. The teacher will give the students some sentences making groups of three or four. All the groups will be given different sentences. The students have to write either subject or predicate on each flash card. The same will be displayed in the class the next working day.

THE PHRASE AND THE CLAUSE

Phrase : A phrase is a **group of words** that makes sense but **not complete sense**. It does **not** have a **subject** or a **predicate**. e.g.

1. in this city
2. from the roof
3. in the afternoon
4. at the eleventh hour
5. the rising tides of the sea

The **above groups of words** convey **incomplete sense** so they **can't** be called **sentences**. These are **called phrases**. If we **add some words** to **these phrases** to make complete sense they **become sentences**. See the following sentences carefully:

1. Many people live **in this city**.
2. Sahil jumped **from the roof** of the building.
3. We relax for sometime **in the afternoon**.
4. Sumanpreet joined the game **at the eleventh hour**.
5. His mother fears **the rising tides of the sea**.



Types of Phrases

There are mainly five kinds of phrases based on different parts of speech.

1. **Noun Phrase :** A group of words which does the function of a **noun** in a sentence is called a **noun phrase**. e.g.
 - a) **Parwinder's sudden resignation** is a mystery for all.
 - b) **A twenty years old boy** was chasing a speeding bus.
2. **Adjective Phrase :** A group of words that does the function of an **adjective** in a sentence is called an **adjective phrase**.
 - a) Our principal is a man **with great knowledge**.
 - b) This bangle is made **of gold**.
3. **Adverb Phrase :** A group of words that does the function of an **adverb** in a sentence is called an **adverb phrase**.
 - a) He lived in Canada **once upon a time**.
 - b) Please place these books **in the almirah**.
4. **Verbal Phrase :** A verbal phrase consists of any of **the three non- finites-infinite, gerund and participle** and its objects or modifiers.

- a) **Infinitive Phrase** : An infinitive phrase starts with an infinitive which is followed by **objects and/ or modifiers**. e.g. She worked hard **to pass** her Annual Examination **with good marks**.

Note: In the above sentence 'to pass' = **infinitive**; 'her Annual Examination' = **direct object**; 'with good marks' = **prepositional phrase** and 'to pass her Annual Examination with good marks' = **infinitive phrase**.

- b) **Gerund Phrase** : A gerund phrase contains a **gerund and objects and / or modifiers**. e.g. She enjoys **playing badminton in the morning**.

Note: In the above sentence 'playing' = **gerund**; 'badminton' = **direct object**; 'in the morning' = **modifier** and 'playing badminton in the morning' = **gerund phrase**.

- c) **Participle Phrase** : A participle phrase contains a **present/past or perfect participle** and objects and/or modifiers. e.g.

- i) **Taking long strides**, Mr Mangal reached home soon.
- ii) **Worried by the delay**, Shivank decided to ring his boss up.
- iii) **Having arrived in time**, Vinod Singla made the adjustment well in advance.

Note: In sentence 'i' '**taking**' = **present participle**; '**long strides**' = **object**; '**taking long strides**' = **participle phrase modifying 'Mr Mangal'**.

In sentence 'ii' '**worried**' = **past participle**; '**by the delay**' = **modifier**; '**worried by the delay**' = **participle phrase modifying 'Shivank'**.

In sentence 'iii' '**having arrived**' = **perfect participle**; '**in time**' = **modifier**; '**having arrived in time**' = **participle phrase**.

5. **Prepositional Phrase** : A prepositional phrase contains a **preposition**, its **object** and **modifiers** of the object. These phrases add **descriptive details** to a sentence.

A preposition is usually followed by a **noun** or a **pronoun** which is called the object of the **preposition**. The preposition together with the object and its modifiers is called a **prepositional phrase**. e.g. The two old women **smiled like small children**. Here 'like' = **preposition**; 'small' = **'modifier'**; 'children' = **object of the preposition**; 'like small children' = **prepositional phrase**.

- A prepositional phrase may have more than one object.

She looked under the bed and the table.

Here 'under' = **preposition** and 'the bed' and 'the table' are the **objects**.

- A **prepositional phrase** may express a relationship between the object and another word.

- a) **It shows location**: Vegetable are **on the table**. (Here 'on' is the preposition and 'the table' is object). The **prepositional phrase** adds details to the sentence. It shows where the vegetables are kept.

- b) **It show time**: Kavita cleaned the room **after the recess bell**. ('Here after the bell') is a **prepositional phrase** which shows when Kavita cleaned the room.

EXERCISE :

A. Underline noun phrase in the following sentences: One has been done as an example for you.

1. Shivank wants to learn Hindi.
2. Vivek likes to dance.
3. My hobby is writing stories.
4. The glistening snow covered the mountain.
5. They expected to win the gold medal.
6. To confess one's crime is not easy.
7. I saw a huge building.
8. She cannot read the printed matter.



B. Underline the adjective phrase and circle the noun they modify in the following sentence: e.g. (The boy), in the red cap is known to him.

1. They used flowers, with good fragrance, to decorate the house.
2. Gurleen, a girl with courage, faced the lion.
3. The watchman, on duty that night, allowed the person enter the house.
4. The dancer from Rohtak failed to satisfy the spectators.
5. The bananas, yellow in colour, are very sweet.



Clauses: A clause is a group of words with a subject and a verb and is usually a part of a sentence. It may or may not make a complete sense.

So we can say that

- A **sentence** conveys **complete sense** whereas a **phrase** conveys only a **part of sense**.
- A **phrase** is **without** a **verb** whereas it is **necessary** for a **sentence**.
- A sentence begins with a capital letter and ends with **full stop** or **question mark** or **exclamation mark**. (or ? or !) whereas it is not so in case of phrase.
- A **clause** has a **subject** and a **predicate** and may or may not make complete sense.
- It is usually a part of a sentence.

TYPES OF CLAUSES:

The clauses are of two types :

1. **Main Clause**
 2. **Subordinate Clause**
1. **Main Clause : Main Clause** is also called **Principal Clause** or **Independent Clause**. It is a group of words including a **subject** and a **predicate**. It does not depend on any other clause for its meaning. e.g. The **saint predicted** it. '**The saint**' is (**subject**) and '**predicted it**' is (**predicate**).



2. **Subordinate Clause** : It is also known as **Dependent Clause**. It is a group of words which does not convey a complete sense. It is normally **introduced** by a **subordinate conjunction** or by a **relative pronoun**. It has three types:

a) **Noun Clause** b) **Adjective Clause** c) **Adverb Clause**

Type		Example
1. Noun Clause	Function	
a)	It does the function of a noun.	What she does does not bother me.
b)	Subject of the verb	We do not remember what the Principal said at the meeting.
c)	Object of the verb	Gagan objected to what she said.
d)	Object to a preposition	He wanted to know what I told.
e)	Object to an infinitive	They were confident on knowing that we were still friends.
f)	Object to participle	Our hope is that she will improve her health soon.
g)	Complement of the verb	Mandeep is certain that Amit would pass.
2. Adjective Clause	Complement of an adjective	This is your friend who won the lottery.
	Does the work of an adjective	Where is the shirt that I gave you last month?
3. Adverb Clause		Although he is rich, he is not contented.
	Does the work of an adverb.	When my mother reached home, the lunch was ready.

How to find a Clause :

- a) **Noun Clause** : Answers the question **what**. e.g. My father knows that I will pass the test. (**What** does my father know?)
- b) **Adjective Clause** : Answers the question **who, which, whose**. e.g. The man in the black coat is a lawyer. (**Who** is a lawyer?)

- c) **Adverb Clause** : Answers the question **when, where, why, how**. e.g. Ramanpreet ran so fast that she won the race. (**How** did Ramanpreet win the race?)

A) Noun Clause :

A **noun clause** does the work of a **noun**. Therefore, it can be

1. **The subject of a verb** : Whether it will rain today is not clear.
2. **The object of a verb** : I want to know why she behaved in that manner.
3. **The object of a preposition** : Sheenu was greatly annoyed by what Palvi told her.
4. **Complement of a verb** : Her ambition was that she should be a doctor.
5. **In apposition to a noun or the pronoun** : It is a miracle that Sohan was saved.
6. **Object to an infinitive** : She wanted to know what I told.
7. **Object to a participle** : Ramesh was confident on knowing that Suresh was still his friend.

B) Adjective Clause or Relative Clause :

An **adjective clause** does the work of an **adjective**. It **qualifies** a **noun** or a **pronoun** in the main clause. An **adjective clause** is introduced by a **relative pronoun** or by a **relative adverb**.

1. The **relative pronouns** that may be used in this way are: **who, whom, what, whose, which, that** etc. e.g.
 - a) Uneasy lies the head **that** wears a crown.
 - b) This is the house **which** my uncle built.
2. The **relative adverbs** that may be used in this way are: **when, where, why, how**. e.g.
 - a) This is the place **where** Ramesh dwells.
 - b) The reason **why** he left is not known.
3. The **relative pronoun** or **the relative adverb** may be **omitted** when it is in the **objective case**, but not otherwise. e.g.
 - a) This is the man (**whom**) I know very well.
 - b) The reason (**why**) she has returned is that she left her purse behind.

Note: Sometimes, a relative pronoun introduces a co-ordinate clause. e.g. **He released the rabbit, which (= and it) run away immediately.**

It might appear that the clause, which run away immediately, is an adjective clause and therefore, is a subordinate clause. In reality, this is not the case, because this clause in no way identifies or describes the parrot.

When a subordinate clause performs the function of an adjective, it is called an adjective clause. It qualifies a noun or a pronoun in the principal clause which goes before it.

Now see the following sentences carefully:

1. The tall gentleman who is wearing spectacles is my uncle.

Principal Clause : The tall gentleman is my uncle.

Adjective Clause qualifying the noun 'father': 'who is wearing spectacles'

2. This is the shirt that he bought for five hundred rupees.

Principal Clause : This is the shirt.

Adjective Clause qualifying the noun 'shirt': He bought the shirt for five hundred rupees.

3. The bike which I bought yesterday has been stolen.

Principal Clause : The bike has been stolen.

Adjective Clause qualifying the noun 'bike': Which I bought yesterday.

Note: i) An **adjective clause** qualifies a **noun** or a **pronoun** in the **principal clause** which goes before it.

ii) An **adjective clause** performs the function of an **adjective**.

iii) An **adjective clause** is a **subordinate clause**.

DEFINING OR NON -DEFINING RELATIVE CLAUSES

See the following sentence :

Persons who are honest are always trusted.

The clause, **who are honest**, clearly describes persons, and, therefore, it is an **adjective clause**. Such clauses introduced by **relative pronouns** are called **restrictive** or **defining relative clauses**.

Some **relative clauses** introduced by a **relative pronoun** or **relative adverb** do not describe or define the **noun** or the **pronoun** (antecedent) to which it refers. Such clauses only give additional information about the antecedent. Such clauses are known as **non-defining relative clauses**. They are separated from the main clause by commas. e.g.

My cousin, who lives in Mumbai, will arrive here today.

Now note the following sentences:

i) **My aunt who is a doctor has gone to Canada.**

ii) **My aunt, who is a doctor, has gone to Canada.**

The first sentence shows that the speaker has many aunts; one of them who is a doctor has gone to Canada. This is **defining clause**. The second sentence shows that the speaker has only one aunt who is a doctor and has gone to Canada. This is **non-defining clause**.

The **non-defining clauses** are separated from the rest of the sentence by **commas**. The **commas are not used** to define the **defining clauses**.

C) Adverb Clause:

It is a **clause** that does the work of an **adverb** in a sentence and is called an **adverb clause**. e.g. She can't eat because she has a toothache.

Principal clause = 'She can't eat' **Subordinate clause** = because she has a toothache.

Since **subordinate clause** modifies the verb 'eat' it is an **adverb clause**.

Adverbial clauses are of eight different kinds. They modify the verbs to which they are connected in meaning.

- 1) **Adverb Clause of Time :** The clause that **shows the time when the action takes place** is called an **adverb clause of time**. Adverb clauses of time are introduced by subordinating conjunctions like **when, whenever, as soon as, after, while, since, before, till etc.**

Hardik came **after I left home**. **Principal Clause** = 'Hardik came' and **Subordinate Clause** = 'after I left home'

('After' shows when I left home. So it is an adverb clause of time. The **bold** words are an **adverb clause of time**)

- i) I will go **when I please**.
- ii) Nisha reached the station **after the train had left**.
- iii) Don't count your chickens **before they are hatched..**

- 2) **Adverb Clause of Place :** The adverb clause that **shows the place where the action takes place** is called an **adverb clause of place**. Adverb clauses of place are introduced by the subordinating conjunctions **where, wherever, whence etc.**

You can sit **wherever you feel comfortable**. **Principal Clause** = 'You can sit' and **Subordinate Clause** = 'wherever you feel comfortable'

('Wherever' tells the place where you can sit. The **bold** words are an **adverb clause of place**.)

- i) Stay **where you are**.
- ii) You can wander **wherever you like**.

- 3) **Adverb Clause of Manner :** The adverb clause that **shows the manner in the action that takes place** is called an **adverb of manner**. Adverb clauses of manner are introduced by the subordinating conjunctions like **as, as if, as though** etc.)

You may do the work **as you please**. **Principal Clause** = '**You may do the work**' and **Subordinate Clause** = '**as you please**'

(The subordinate clause tells us the manner of '**you may do the work**', it is an **adverb clause of manner**.)

- i) Try to finish it **as** your teacher has shown you.
- ii) The lion ran straight to him **as though** it had been attacked.

- 4) **Adverb Clause of Purpose :** The adverb clause that **shows the purpose why the action takes place** is called an **adverb clause of purpose**. Adverb clauses of purpose are introduced by subordinating conjunctions **that, in order that, so that, lest** etc.

She spends little **in order that she may save some money**. **Principal Clause** = 'She spends little' and **Subordinate Clause** = 'in order that she may save some money'

(The subordinate clause tells the purpose 'she spends little' and the **bold** words are an **adverb clause of purpose**.)

- i) The police officers went in plain clothes **so that no one might recognize them.**
- ii) Ramandeep is working hard **so that she might pass.**

5) Adverb Clause of Cause/Reason : The adverb clause that **shows the reason why the action takes place** is called an **adverb clause of reason or cause**. The adverb clauses of reason are introduced by the subordinating conjunctions like **because, since, as, that**.

I did it **because I wanted to**. **Principal Clause** = 'I did it' and **Subordinate Clause** = 'because I wanted to'

('because' shows the reason of 'I did it'. The **bold** words are an **adverb clause of reason**.)

- i) **Since she is so clever**, she can explain it.
- ii) Rakesh could not score well in the exams **because he was ill**.

6) Adverb Clause of Condition : The adverb clause that **shows the condition that made that action take place** is called an **adverb clause of condition**. The adverb clauses of condition are generally introduced by subordinating conjunctions like **if, unless, whether**.

If it rains, we shall not go out. **Principal Clause** = 'we shall not go out' and **Subordinate Clause** = 'if it rains'

('if' shows the condition and the **bold** words are an **adverb clause of condition**.)

1. **If they apologise to me**, we shall forgive him.
2. You may go **whether you hear or not**.

7) Adverb Clause of Result/Consequence : An adverb clause that **shows the result or effect of the action that takes place** is called an **adverb clause of result or effect**. Adverb clauses of result are introduced by the subordinating conjunctions that (generally proceeded by so or such in the main clause) but the conjunction is sometimes understood.

So great was the storm **that the trees fell down on the road**. **Principal Clause** = 'So great was the storm' and **Subordinate Clause** = 'that the trees fell down on the road'

- i) It rained so heavily for three days **so that the rivers and the lakes were flooded**.
- ii) **It was so small** I could not see it.

8) Adverb Clause of Comparison : The Adverb clause which **shows the comparison** is called an **adverb clause of comparison**. Adverb clauses of comparison are introduced by the subordinating conjunction **than** or the relative adverb **as**.

She is younger **than she looks**. **Principal Clause** = 'She is younger' and **Subordinate Clause** = 'than she looks'

('than' shows the comparison and the **bold** words are an **adverb clause of comparison**.)

1. He is as wise **as he is handsome**.
2. Few are better leader **than he (is)**.

A. In each of the following sentences write in brackets whether the bold words are a phrase or a clause:

1. Sonia got wet **from head to feet**. (.....)
2. Her father left for office **in the afternoon**. (.....)
3. Smoke from **vehicle exhausts** cause air pollution. (.....)
4. **On getting the information**, the fire brigade rushed to the spot. (.....)
5. This is the novel **which Sahilpreet has written**. (.....)

B. Complete the given sentences with suitable clause: Noun Clause/Adjective Clause/Adverb Clause.

Example:, they could not reach the station in time. **Though they started in time**, they could not reach the station in time.

1. Please inform us in case
2. The audience clapped as the
3. Although she is an intelligent girl,.....
4. People started running out as soon as
5. He is poor, yet

C. Supply suitable subject and verb to the following phrases to make complete sentences:

- | | | |
|-------------------|--------------------|---------------|
| 1. in the evening | 2. up and down | 3. all in all |
| 4. broke in to | 5. under the shade | |

1.
2.
3.
4.
5.

D. Complete the following dialogue with the help of the suitable nouns clauses given below:

Shivank : Hardik, do you believe in (a) see ?

Hardik : (b).....is not always true.

Shivank : So we should find out if (c)

Hardik : That is true. So I do not blindly believe in (d)

Shivank : I also firmly believe that truth is not what (e)

Hardik : That is why it is necessary that (f)

- a) i) what she ii) what you. iii) in what God iv) to what

- | | |
|---|--|
| b) i) What you see.
iii) What other say. | ii) What you believe.
iv) What you feel. |
| c) i) the seen thing is true.
iii) the stated thing is negligible. | ii) the said thing was false.
iv) nothing is true. |
| d) i) what you say. | ii) what others say. iii) what she says. iv) what is said. |
| e) i) is sometimes bitter.
iii) is always pleasant. | ii) is sometimes great.
iv) is not pleasing. |
| f) i) we should find out the reality.
iii) we should say nothing. | ii) we should ignore the reality.
iv) we should ignore the truth. |

E. Complete the following passage by choosing the appropriate adjective clauses out of the options given below:

It is rightly said that there is no one (a) A person (b) is grateful to it because this is the place (c) This is the country (d), and (e) I am proud of all my talents (f) It is my motherland (g) all my talents for her people, especially for those (h) of the basic necessities of life.

- | | |
|---|---|
| a) i) who loves his country.
iii) who loves not his country. | ii) who doesn't love his country.
iv) who is lover of country. |
| b) i) who neglects his country
iii) who really loves his country | ii) which loves his country
iv) who manages his country |
| c) i) which brought him to this world.
iii) that does not bring him to this world. | ii) who brings her to that world.
iv) who did not educate him. |
| d) i) where they were born
iii) where I was born | ii) where she was born
iv) where we grew |
| e) i) whose gases I breathe.
iii) whose atmosphere I breathe. | ii) whose air I breathe.
iv) whose water I drank. |
| f) i) which I possess
iii) which everybody possesses | ii) which they possess
iv) which they gave me |
| g) i) where they will live
iii) where I'll devote | ii) where nobody will devote
iv) to which I loved |
| h) i) who is deprived
iii) who are not deprived | ii) who are deprived
iv) which are deprived. |

KINDS OF SENTENCES

In the previous classes, we have already studied about the sentences and their kinds.

The sentence : A sentence is a group of words which makes complete sense.

Study the following group of words:

1. Are they merry making restaurant in the
2. Is honourable he person is an
3. Is boy the why teasing dog the

The above groups of words do not make a complete sense.



Now see the following groups of words with the same words after re-arrangement:

1. They are making merry in the restaurant.
2. He is an honourable person.
3. Why is the boy teasing the dog?

The above groups of words make complete sense and are known as sentences.

So we can say that **sentence** is a group of words arranged in such a way that it conveys **complete sense**.

Now note the sentences below :

1. a) My brother is an engineer. b) He is not paying heed to his study.
2. Close the door smoothly.
3. Why is your mother angry with you?
4. Hurrah! India has scored a very good score.
5. May God bless her with a son!

(All the above sentences are different and that is why we divide the sentences in different kinds.)

Kinds of Sentence

There are five kinds of sentences :

1. **Assertive Sentences or Declarative Sentences:** Affirmative and negative.
2. **Imperative Sentences**
3. **Interrogative Sentences**
4. **Exclamatory Sentences**
5. **Optative Sentences**

1. ASSERTIVE SENTENCE : A sentence that makes an assertion or a statement is called an **assertive sentence**. The assertion may be **positive** or **negative**. Assertive sentence is also called **declarative sentence**. An assertive sentence can be classified into:

- a) **Affirmative sentence:** A statement that says, tells or states something positive is called an **Affirmative sentence**. (**My father is on leave these days.**)
- b) **Negative sentence:** A statement that says, tells or states something negative or denies something is called a **negative sentence**. (**My mother is not feeling well today.**)

Note: An affirmative sentence gives a positive idea whereas a negative one gives a negative idea.)

EXAMPLES:

1. My younger sister is 12 years old. (**affirmative**)
2. My niece won a gold medal in debate competition. (**affirmative**)
3. They have already visited this zoo. (**affirmative**)
4. She does not like swimming in the water. (**negative**)
5. Sohan does not hate the poor. (**negative**)



Note: Only one negative is used in a negative sentence. Two negative make the sentence affirmative. e.g.

1. He is an untrained electrician. (**negative**) He is not an untrained electrician. (**affirmative**)
2. This story is incomplete. (**negative**) This story is not incomplete. (**affirmative**)

2. IMPERATIVE SENTENCE : A sentence that expresses some command, prohibition, request or advice is called an **imperative sentence**.

EXAMPLES:

1. Stand in a queue. (**Command**)
2. Don't pluck the leaves of this plant. (**Prohibition**)
3. Always respect your elders. (**Advice**)
4. Type this application in no time. (**Order**)
5. Please give me your pen for ten minutes. (**Request**)



Note : Imperative sentence may be positive, negative or emphatic. e.g.

1. Bring a cup of coffee for me. (**positive**)
2. Don't forget to attend the meeting. (**negative**)
3. Do remind me to take the umbrella in the sunshine. (**emphatic**)

All imperative sentences have an implicit (hidden) subject namely 'you'.

3. INTERROGATIVE SENTENCE: A sentence that asks some question is called an **interrogative sentence**. **Interrogative sentence** ends with a **question mark (?)**.

Interrogative sentences can be : Yes/No Questions or **Wh- Questions** Yes/No questions have simple yes/no answers. i.e.

1. Have you ever visited Shimla?
2. Is your mother suffering from fever?
3. Do you like to visit historical places?
4. Will you give me your grammar book?

Wh-questions : These questions are answered in **assertive sentences** since information is required.



EXAMPLES:

1. **What** is the name of your school?
2. **When** do you play in the evening?
3. **Who** is your principal?
4. **Where** are the children playing ?
5. **Who** bought this shirt for you?
6. **Which** of these games do you want to play?
7. **Whom** are you waiting for ?
8. **Whose** shirt is hanging there on the peg?
9. **Why** are they quarrelling over this small trifle?
10. **How** many days are there in the month of July?
11. **How** much sugar is left in the jar?
12. **How** will you play alone?
13. **How** old is your grandfather?



4. EXCLAMATORY SENTENCE: A sentence that expresses sudden feelings or emotions of wonder, joy, sorrow, contempt, surprise etc. is called an **exclamatory sentence**. **Exclamatory sentence** ends with an **exclamation mark (!)**.

EXAMPLES:

1. How brave these girls are! (**wonder**)
2. What an interesting story it is! (**surprise**)
3. Oh my God! I have lost this chance again. (**sorrow**)
4. Hurrah! We have done it in time. (**joy**)

5. OPTATIVE SENTENCE : A sentence that expresses a **wish or prayer** on the part of the speaker is called an **optative sentence**.



EXAMPLES:

1. Would that I were a king!
2. May your grandfather get well soon!
3. May they live a happy and long life together!
4. God save you!



Note the following sentences:

1. Sheela is looking very beautiful. **(assertive)**
Is Sheela looking very beautiful? **(interrogative)**
Wow! Sheela is looking very beautiful. **(exclamatory)**
2. He is not guilty. **(assertive)**
Is he guilty? **(interrogative)**
What! He is not guilty. **(exclamatory)**
3. How beautiful life is! **(exclamatory)**
Is life beautiful? **(interrogative)**
Life is beautiful. **(assertive)**
Wow! Life is beautiful. **(exclamatory)**



A. Identify the kind of sentence :

1. I love nature.
2. Do you play football?
3. Bring here the guilty.
4. Would that I were a teacher!
5. Hurrah! He has won the game.
6. Please give me your book.
7. Where is your father today?
8. She did not hit the ball.
9. May she live in heaven!
10. Oh! He has missed the ball.



B. Change the sentences as directed :

1. Sanchita did not complete her home-work. (affirmative)

2. The man was guilty. (negative)

3. The bus reached late. (interrogative using Why)

4. How lovely the scene is! (assertive)

5. We have a beautiful car . (exclamatory)

6. What an interesting story! (assertive)

7. What a beautiful tree! (exclamatory using wow)

8. He is not a thief. (exclamatory using what)

C. Make meaningful sentences from the given jumbled words:

1. gone / has /father/her/station/ of /out.
2. dustbin/ away/waste/the/paper/into/throw/that.
3. coming/where/from/your/is/brother?
4. she/will/ever/lie/a/tell ?
5. in/she/may/prosper/life !



1. _____
2. _____
3. _____
4. _____
5. _____

D. Identify the kind of sentence:

1. May God bless her a long life!
2. Dhoni scored a double century in that match.
3. Take off your shoes before entering the temple.
4. What a beautiful scene it is!
5. Why are you wasting your time?
6. Have you ever been to Agra?
7. He has lost his leg in the accident.

E. Convert the following sentences into interrogative.

1. It is difficult for him to cross the road in this traffic.
2. He seems to be a poor fellow.
3. They cannot help you in this matter.
4. We have had a nice time there.
5. My father has been driving the car for the last six hours.



1. _____
2. _____
3. _____
4. _____
5. _____

F. Make exclamatory sentences from the given jumbled words:

1. alas/lost!/has/she/all/her
2. beautiful/what/a!/toy
3. boring/what/lecture!/a/delivered/has/he
4. him/of!/how/wise
5. Hurrah!/team/our/has/fame/brought/school/our/to



1. _____
2. _____
3. _____
4. _____
5. _____

G. Complete the following sentence :

1. Will someone tell me.....?
2. He cried
3. Which of?
4. They have.....
5. So many people.....
6. Where is she?

H. Choose the correct option :

1. He is living the life of a saint.

a) assertive sentence <input type="checkbox"/>	b) interrogative sentence <input type="checkbox"/>
c) imperative sentence <input type="checkbox"/>	d) exclamatory sentence <input type="checkbox"/>
2. Where has the baby gone?

a) assertive sentence <input type="checkbox"/>	b) interrogative sentence <input type="checkbox"/>
c) imperative sentence <input type="checkbox"/>	d) exclamatory sentence <input type="checkbox"/>
3. Put off your shoes and come inside.

a) assertive sentence <input type="checkbox"/>	b) interrogative sentence <input type="checkbox"/>
c) imperative sentence <input type="checkbox"/>	d) exclamatory sentence <input type="checkbox"/>
4. Hurrah! They have achieved their goal.

a) assertive sentence <input type="checkbox"/>	b) interrogative sentence <input type="checkbox"/>
c) imperative sentence <input type="checkbox"/>	d) exclamatory sentence <input type="checkbox"/>

THE NOUN

The Noun : A noun is the name of a person, place, animal, material, action, quality, emotions or ideas. The word '**thing**' denotes something we can see, taste, touch, smell or think of.

Concrete and Abstract Nouns

We can divide the nouns in two forms: **Concrete Nouns** and **Abstract Nouns**

The nouns which we can touch, smell, hear or see and that occupy space have **concrete** forms.

Nouns that we can only think of, imagine or feel and which cannot be touched or that do not occupy space have **abstract** forms.

Read the following sentences:

1. **The dog** is a faithful **animal**.
2. **My necklace** is made of **gold**.
3. **Our team** has won the **trophy**.
4. **Kolkatta** is a big **city**.



All the **bold** words are the **names** of **things** we can touch or see and they also occupy space. These are the names of persons, places, animals, materials and collection of things. They are **concrete nouns**.

Now read the following sentences:

1. **Honesty** is the best **policy**.
2. We all love **music**.
3. We should learn from our **failure**.
4. **Slavery** is a great **curse**.



The **bold** words are the **names** of **actions, feelings, state, qualities** etc. These things can only be felt or thought of. We cannot touch them and they do not occupy space. They are **abstract nouns**.

There are five kinds of nouns:



1. **Proper Noun** : The name given to particular persons, places or things. e.g. **Sanjay** (particular person), **Sirsa** (particular city), **Yamuna** (particular river), **Punjab** (particular state)



1. He is **Shivank** and she is **Sanchita**.
2. **Sachin Tendulkar** is a good batsman.
3. **Sohan** is a man of great wisdom.
4. **Hardik** goes to school daily.
5. **The Ramayana** is a great epic.

The words in **bold** are **proper nouns**. Proper nouns begin with a capital letter. e.g. My uncle, **Sohan** went to **Agra** to see the **Taj Mahal** which is in **Uttar Pradesh**.

EXERCISE:

A. Underline the proper noun in the following sentences:

1. He lives in Delhi.
2. The Guru Granth Sahib is the holy book of the Sikhs.
3. The Gita is a holy book of the Hindus.
4. Akbar fought many battles.
5. Hardik is our class representative.

2. **Common Noun** : A **common noun** is a name given in common to every person, place or thing of the same class or group. e.g. **lawyer, teacher, festival, river, boy, garden, table** etc.

1. The **boys** are reading their **books**.
2. The **dog** is a faithful **animal**.
3. Dehli is an ancient **city**.
4. Mr Rakesh goes to **school** daily.
5. The **children** are playing in the **park**.



EXERCISE:

B. Complete the common noun in each of the following sentences :

1. A person who counsels is a _____.
2. A person who dances _____.
3. A person who inspects is an _____.
4. A person who teaches _____.
5. A person who acts is an _____.

C. Underline the common noun in the following sentences :

1. The students goes to school daily.
2. My parents met the principal today.
3. He has kept the books on the table.
4. The birds are flying in the sky.
5. The forests are being cut for wood.



3. Collective Noun : A Collective Noun is a name given to a number of things regarded as a whole, group or collection. e.g. **army, nation, bundle, fleet, galaxy, crowd** etc.

1. The **audience** listened to the speech carefully.
2. We presented the guest a **bouquet**.
3. The **gang** looted the bank.
4. They could not break the **bundle**.
5. The **fleet** is floating in the ocean.



audience



bouquet



army



fleet

Often a collective noun is used with certain kinds of people, animals or things. e.g.

A band (musicians)	a bench (of judges)
a set (of tools)	a herd(of cows/deer/buffaloes)
a brood (of chickens)	a horde (savage people)
a team (of players)	a litter of (pigs/puppies)
a gang (of robbers/prisoners/thieves)	a clump(of trees)

a pride (of lions)	a troupe (of dancers/artists)
a swarm (of bees/flies)	an army (of soldiers/ants)
a pack (of asses/hounds/wolves)	a bunch (of bananas/grapes/key)
a fleet of (ships/ cars/ buses)	a constellation (of stars)
a bundle (of sticks)	a flock (of sheep)
a crew (of sailors)	a muster (of peacocks)
a mob (of people gathered for some destructive purpose)	an assembly (of people gathered for some common purpose)
an audience (of people gathered to listen to a concert)	a crowd (of people gathered without specific purpose)
spectators (people watching a match)	a tribe (of people of the same race)
a congregation (of people at a religious meeting)	committee (of members of management)
a gaggle (of geese)	an orchard (of fruit trees)
a bouquet (of flowers)	a chest (drawers)
a board (of directors of a company)	a tuft (of feathers/grass/hair)
a nursery (of plants)	jury (of judges)
bar (of lawyers)	troop (of elephants)
shoal (of fish)	colleague (people working together)
chorus (of singers)	a bundle of sticks

EXERCISE :

D. Fill in the blanks with suitable nouns :

1. A _____ of sheep was grazing in the field.
2. We heard the _____ of wolves howling all night.
3. All of us picked up a _____ of juicy grapes from the vine.
4. A _____ of stars could be seen at night.
5. The police was managing the _____ of people.
6. The _____ of directors were authorized to take action.



E. Fill in the blanks with collective nouns from the words given below :

battalion	class	convoy	gang	swarm
-----------	-------	--------	------	-------

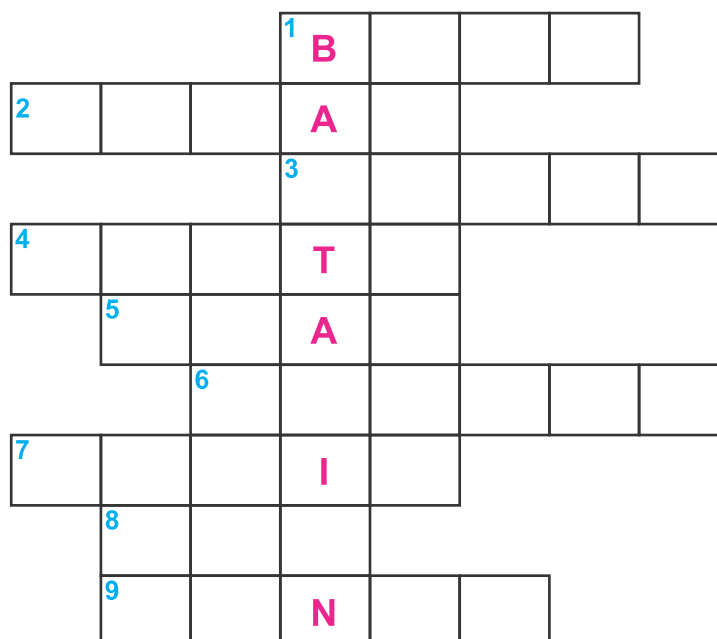
1. a _____ of students
2. a _____ of robbers
3. a _____ of soldiers
4. a _____ of bees
5. a _____ of vehicles



Exercise:

F. Complete the following puzzle using the clues given below writing across only and search the word given below in red letters :

1. A group of musicians.
2. A number of arrows.
3. People of the same race.
4. A number of bears.
5. A group of players.
6. A group of birds.
7. A group of singers
8. A place where wild animals are kept.
9. A group of judges.



The new word is

4. **Material Noun** : A **material noun** is a word used for the substance of which things are made. e.g. **silver, wood, wool, steel** etc.

1. I need a pinch of **salt** in my soup.
2. Tea is made of **milk, sugar** and **water**.
3. Reena's necklace is made of **gold**.
4. A house is made of **bricks, iron, wood, steel, cement** and **sand**.
5. The chair is made of **wood**.

The words in **bold** are called **material nouns**.



EXERCISE:

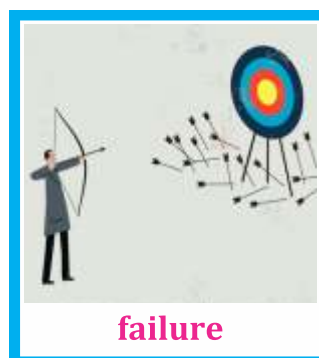
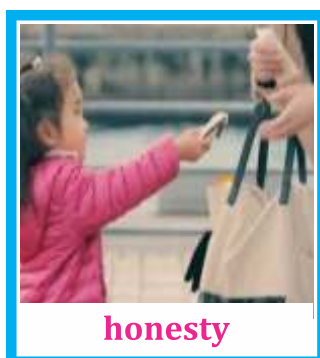
G. **Underline the material noun in the following sentences :**

1. My sweater is made of wool.
2. All those chairs are made of wood.
3. I have a cotton shirt which is difficult to iron.
4. This box is made of steel.
5. She likes diamond ornaments.



5. **Abstract Noun** : An **abstract noun** is the word used for the names of qualities, ideas, emotions and things which we cannot see or touch. e.g. **friendship, laughter, honesty, happiness, failure, sorrow** etc.

1. **Happiness** comes from true prayer.
2. Music soothes a **worried** mind.
3. You can learn a lot from your **failures**.
4. Killing birds and animals shows **cruelty**.
5. Showing kindness to others gives **happiness**.



EXERCISE:

H. Underline the abstract nouns in the following sentences :

1. Honesty pays in the long run.
2. A severe headache disturbed him.
3. He is known for his greatness.
4. We should have kindness for the poor and the needy.
5. Failures are the stepping stones to success.



Summary:

- ◆ **Proper** nouns are the names of particular persons, places or objects.
- ◆ **Common** nouns are the general names of similar group of persons, animals or things.
- ◆ **Collective** nouns are names of persons, animals or things making a unit.
- ◆ **Material** nouns are names of materials used for making things.
- ◆ **Abstract** nouns are the names of ideas, emotions, actions, feelings and conditions.

Modern Classification of Nouns

NOUN

Countable Nouns

Uncountable Nouns

1. **Countable Nouns** : **Countable Nouns** are those which **can be counted** as; 1. an **umbrella**, two **almirahs**, three **refrigerators**, five **trees** etc.
 - a) The carpenter painted the **table** red and the **chairs** white.
 - b) The **tree** lost five **branches** in the storm.
2. **Uncountable Nouns** : **Uncountable nouns** are those which **cannot be counted** as : **tea, bread, floor, diesel** etc.
 - a) They sold their **furniture**.
 - b) **Oxygen** is necessary for life.**Countable nouns** can be used both in **singular** as well **plurals**. e.g. bench or benches, white-board or white boards etc.

Generally uncountable nouns cannot be used in plurals number. **The abstract nouns, material nouns** and **collective nouns** come under the category of **uncountable nouns**.

Countable nouns may be used with words such as a, an, one, few, or a few, many etc.

1. They went to see a movie.
2. Sohan is an honest person.
3. I want only one Xerox copy of the document.
4. Ramesh has plenty of coins.
5. There are a few spare rooms in his house.



Some nouns are **both uncountable** and **countable**.

Sometimes a word which means one thing as an uncountable noun has a different meaning as a countable noun.

- a) Time is money.
- b) We should not waste our time.

Here **'time'** is used as **uncountable** noun.

See the examples below:

- a) I climbed the hill five times when I was young.
- b) I called her four times.

Here **'time'** is used as **countable** noun.

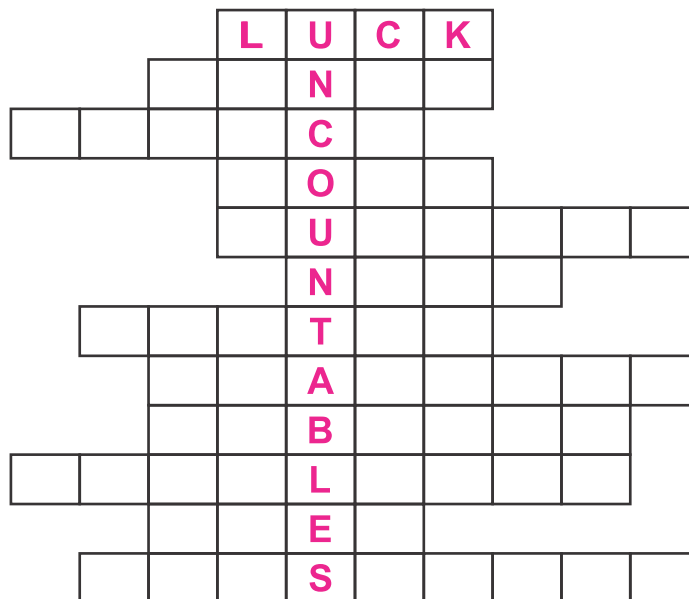
As uncountable nouns do not have plural forms, words such as a piece of, a glass of, a pinch of etc are used before them to make them countable.

1. Add **a pinch of salt** in the soup.
2. He offered me **a cup of coffee**.
3. She sprinkled **a few drops of water** on her mouth.
4. Rohan pasted **a few grains of rice on the drawing**.

Remember: The classifications of uncountable and countable nouns are not absolute.

Exercise: Select the nouns from the words given below to complete the puzzle and underline the uncountable nouns. Write the words across only. One has been done for you.

- | | | | | |
|-------------|-------------|--------------|-------------|---------------|
| 1. request | 2. order | 3. news. | 4. fridge | 5. jewel |
| 6. luck | 7. money | 8. knowledge | 9. chapatti | 10. box |
| 11. cotton | 12. pen | 13. ghee | 14. rubbish | 15. newspaper |
| 16. chapter | 17. weather | 18. gold | 19. luggage | 20. advice |
| 21. paper | 22. coffee | | | |



Remember :

- ◆ We cannot use number such as one, two, nine etc. to quantify an uncountable noun.
- ◆ We do not use a or an before them.
- ◆ They have only singular form.
- ◆ We can use words like a little, some, less or much before them.
- ◆ A word which signifies an amount quantifies them.
- ◆ 'Of' is used after a measurement to classify uncountable nouns. e.g. a kilo of sugar, a bag of rice, an ounce of courage etc.
- ◆ Abstract nouns and material nouns are generally uncountable. e.g.
pride, bravery, discourage, honesty etc. (Abstract Nouns)
gold, cotton, wood, furniture, silver etc. (Material Nouns)

Practice Time

I. Write the name for each group of things from the box :

length happiness absence fun health excitement honesty

1. All the customers had doubts about the shopkeeper's _____.
2. We had a lot of _____ at her birthday party.
3. There was a lot of _____ when a cat entered in our class room.
4. Although Ramesh has been ill, he is in good _____ now.
5. The Vice Principal will be in charge during the Principal's _____.
6. The _____ of his employees is more important to Mr. Gupta.
7. He is not sure of the _____ of this cloth.

J. Find abstract nouns from the box and write them in the blanks:



T	G	S	O	R	R	O	W
H	R	G	R	I	E	F	H
I	E	L	P	A	I	N	A
R	E	O	F	E	A	R	T
S	D	V	J	O	Y	X	E
T	X	D	A	N	G	E	R



1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

K. Write the name for each group of things from the box:

seasons	birds	sports	water-creature	fruits	vehicles
1. swan, parrot, peacock, crow					
2. kho-kho, hockey, basket ball					
3. jeep, scooter, tractor					
4. seahorse, dolphin, octopus					
5. grapes, guava, apple					
6. spring, monsoon, summer					



L. Put a/an or cross (X) in the blanks. (Put a cross (X) before uncountable and plural nouns.)

- What _____ beautiful doll it is!
- _____ knife is made of _____ steel.
- The teacher has given us _____ good advice.
- _____ fish swims in _____ water.
- She likes _____ butter on _____ piece of _____ bread.
- _____ child likes _____ chocolates.
- Have you hear _____ good news?
- The teacher wanted to ask me _____ question.



M. Fill in the blanks with the abstract nouns formed from the adjectives given in the brackets:

- Our principal appreciated theof the mountains.(beautiful)
- Every soldier was rewarded for his(brave)
- Apples are known for their(sweet)
- Shilpa's face itself speaks about her.....(innocent)
- His promotion was a reward for his(sincere)
- They are remembered for their(kind)



silver



furniture



bricks



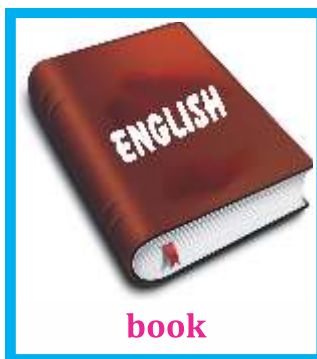
cotton

THE NOUN : NUMBER

Number is that property of nouns or pronouns which signifies whether only one person or thing or more than one is meant. (Fowler)

The noun which **signifies one** is called **singular number** : **child, book, hand, king.**

The noun which **signifies more than one** is called **plural number** : **children, books, hands, kings.**



Formation of plural from singular:

By adding 's' to the singular :

Word	अर्थ	Plural	Word	अर्थ	Plural
bride	दुल्हन	brides	Indian	भारतीय	Indians
dagger	भाला	daggers	niece	भतीजी	nieces
daughter	बेटी	daughters	neighbour	पड़ोसी	neighbours
emperor	बादशाह	emperors	specimen	नमूना	specimens
feast	भोजन	feasts	youth	युवक	youths

By adding 'es' to the singular :

arch	मेहराब	arches	brush	झाड़ू	brushes
batch	समुदाय	batches	church	गिरिजाघर	churches

Exception: when 'ch' sounds as 'k', plural is formed by adding 's' :

monarch	सम्राट	monarchs	epoch	युग	epochs
---------	--------	----------	-------	-----	--------

By adding 'ies' if a noun ends in 'y' and 'y' has a consonant before it, 'y' is changed into 'ies' :

body	शरीर	bodies	spy	जासूस	spies
family	परिवार	families	treaty	सन्धि	treaties
lily	कुमुदिनी	lilies	story	कहानी	stories

If a noun ends in 'y' with a vowel before it, 's' is inserted with it :

chimney	चिमनी	chimneys	monkey	बन्दर	monkeys
essay	निबंध	essays	storey	मंजिल	storeys

Exception: the plural of "soliloquy" is "soliloquies"

If a noun ends in 'o' with a consonant before it, its plural is formed by adding 'es' :

hero	हीरो	heroes	volcano	ज्वालामुखी	volcanoes
mango	आम	mangoes	zero	जीरो	zeroes
tomato	टमाटर	tomatoes	memento	स्मारक	mementoes\mementos

Exception :

commando	कमाण्डो	commandos	manifesto	राजा की घोषणा	manifestos
dynamo	डायनमो	dynamos	stereo	स्टीरियो	stereos
logo	संकेत	logos	zero	जीरो	zeros

If a noun ends in 'io', 'oo', 'ee' or 'yo' its plural is formed by inserting 's' :

cuckoo	कोयल	cuckoos	curio	कलाकृति	curios
embryo	भ्रूण या अजन्मा	embryos	ratio	अनुपात	ratios
portfolio	खुला पत्र	portfolios	studio	स्टूडियो	studios

If a noun ends in 'f' or 'fe', its plural is formed by changing 'f' or 'fe' into 'ves' :

knife	चाकू	knives	sheaf	गट्ठा	sheaves
shelf	शैल्फ	shelves	wolf	भेड़िया	wolves
life	जीवन	lives	loaf	रोटी	loaves

Exception :

safe	तिजोरी	safes	strife	झगड़ा	strifes
------	--------	-------	--------	-------	---------

If a noun ends in 'ff', 'eef', 'oof', 'ief', and 'rf' its plural is formed by adding 's' :

brief	खुलासा	briefs	staff	डंडा	stuffs
dwarf	बौना	dwarfs	hoof	खुर	hoof
strife	झगड़ा	strifes	scarf	रुमाल	scarfs
wharf	घाट	wharfs	grief	दुःख	griefs

Note: scarf, staff and wharf have two plurals as above and scarves, staves and wharves.

If in the last of a noun there is 'man' it is changed into 'men' :

chairman	सभापति	chairmen	watchman	घड़ीसाज	watchmen
gentleman	भद्रपुरुष	gentlemen	washerman	धोबी	washermen
milkman	ग्वाला	milkmen	woman	औरत	women

Some plurals are formed by changing the internal vowel or vowels :

dormouse	गिलहरी की तरह	dormice	mouse	चूहा	mice
louse	जूँ	lice	goose	हंसिनी	geese

Some nouns form their plurals by adding 's' to the principal word :

Word	अर्थ	Plural
aide-de-camp	राजा का रक्षक	aides-de-camp
camp-follower	अनुयायी	camp-followers
court-martial	फौजी अदालत	court-martials
father-in-law	ससुर	fathers-in-law

Some nouns form their plurals by adding 's' to the second part of the word :

black-board	श्यामपट्ट	black-boards
class-room	कक्षा-कक्ष	class-rooms
foster-brother	धर्म-भाई	foster-brothers
forget-me-not(a flower)	फूल	forget-me-nots
girl-guide	पथ प्रदर्शिका	girl-guides
knight-errant	शूरवीर	knight-errants

lady-superintendent	निरीक्षिका	lady-superintendants
merry-go-round	झूला	merry-go-rounds
race-horse	दौड़ घोड़ा	race-horses
step-daughter	सौतेली पुत्री	step-daughters
step-mother	सौतेली माँ	step-mothers

Some compound nouns take double plurals :

knight-templar	रात्री विचरक	knights-templars
lord-justice	स्वामी जैसा	lords-justices
lord-lieutenant	प्रतिनिधि	lords-lieutenants

Plurals of letters, figures, symbols and other abbreviations are formed by adding apostrophe and 's' :

T	टी	T's	L.L.B.	एल० एल० बी०	L.L.B.'s
5	पाँच	5's	B.A.	बी०ए०	B.A.'s

Foreign Plurals :

Singular	अर्थ	Plural	Singular	अर्थ	Plural
agendum	कार्यसूची	agenda	genus	अपूर्व बुद्धि	genii
alumnus	भूतपूर्व छात्र	alumni	memorandum	स्मारक पत्र	memoranda
bandit	लुटेरा	bandits	phenomenon	घटना	phenomena
crisis	संकट समय	crises	premium	पारितोषिक	premia
curriculum	पुस्तकों की सूची	curricula	radius	त्रिज्या	radii
criterion	मापदण्ड	criteria	stimulus	प्रोत्साहन	stimuli
fungus	फफूंद	fungii	synopsis	सार, संग्रह	synopses
genius	अपूर्व बुद्धि	geniuses	thesis	शास्त्रार्थ का विषय	theses

Some nouns having the same form in singular and plural :

Singular	अर्थ	Plurals	Singular	अर्थ	Plurals
cannon	तोप	cannon	spacecraft	जहाज	spacecrafts
cod	मछली	cod	species	जाति	species
corp	पलटन	corp	spice	अन्ना	spice

Some nouns are used in the plural :

Singular	अर्थ	Plurals	Singular	अर्थ	Plurals
pincers	सँडसी	pincers	spectacles	ऐनक	spectacles
scissors	कैंची	scissors	trousers	पतलून	trousers
poultry	घरेलू मुर्गी	poultry	tongs	चिमटा	tongs

Some nouns can be used only in singular :

Singular	अर्थ	Plurals	Singular	अर्थ	Plurals
billiards	खेल	billiards	mathematics	गणित	mathematics
measles	चेचक	measles	innings	पारी	innings

The pronouns have the following plurals :

I	मैं	we	his/her	उसका	their
my	मेरा	our	it/this	यह	these
me	मुझे	us	that	वह	those
he/she	वह	they	you	आप	you

Note the following plurals :

nobleman	रईस	noblemen	mouthful	मुहँ भर	mouthfuls
german	जर्मन	germans	handful	मुटठी भर	handfuls
muselman	मुसलमान	musalmans	man's	आदमी का	men's

Nouns with different meanings in singular and plurals :

Singular	Meaning	अर्थ	Plural	Meaning	अर्थ
iron	metal	लोहा	irons	fetters	बेड़ियाँ
return	coming back	लौटना	returns	statistics	आंकड़े
respect	regard	आदर	respects	compliments	नमस्कार

Nouns with different meanings in singular and plurals :

Singular	Meaning	अर्थ	Plural	Meaning	अर्थ
manner	way	तौर तरीका	manners	behaviour	शिष्टाचार
physic	medicine	जिस्मानी	physics	subject of science	भौतिक विज्ञान
scale	a graduated measure	मापन/स्तर	scales	balance	तराजू

Nouns with one meaning in singular and two meanings in plural :

effect	result	effects	1. results	2. property.
letter	alphabet	letters	1. alphabet	2. epistles
minute	time	minutes	1. time	2. proceedings of a meeting.
spectacle	sight	spectacles	1. sights	2. eye glasses.

Some nouns have two forms of the plural, each with a different meaning :

genius	प्रतिभाशाली	geniuses (talented persons)	प्रतिभाशाली कई व्यक्ति
		genii (spirits)	प्रेत या भूत
index	अनुक्रमणिका	indexes (tables of contents)	अनुक्रमणिकाएँ
		indices (signs in algebra)	घातांक
penny	पैसा	pennies (separate coins)	पैसे
		pence (collective sum)	धान
staff	कर्मचारी	staffs (establishments)	कर्मचारी
	डण्डा	staves (sticks)	डण्डे

See the following sentences :

That fish is golden.	Those fish are golden.
I saw a deer in the forest.	I saw three deer in the jungle.

A. Rewrite the following sentences using the possessive form of the bold word.

e.g. This is **the car of my brother**. (This is my brother's car.)

1. **The father of his friend** went to America last Sunday.
2. **The sister of Ramesh** is getting married next week.
3. **The model of the statue** was very attractive.
4. The principal has given him **the time of three weeks** to improve himself.
5. We like to visit the **monuments of historical places**.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Fill in the blanks with correct word:

1. The _____ were invited to the function. (gentry/gentries)
2. The _____ try to keep up the Church. (clergy/clergies)
3. The _____ were standing in different parts of the ship. (crew/crews)
4. The _____ were grazing in the fields. (cattles/cattle)
5. The _____ of India have peaceful nature. (peoples/people)

When 'people' is used in the sense of nation, its plural is 'peoples'

e.g. Asia is inhabited by many peoples.

C. Fill in the blanks with correct word:

1. Her _____ gives a curly look. (hair/hairs)
2. Who has brought this _____ ? (information/informations)
3. The new _____ has been installed. (machinery/machineries)
4. She has no offspring. (offsprings/offspring)
5. Wordsworth's _____ is a source of great delight. (poetry/poetries)
6. The _____ of sky is very attractive. (sceneries/scenery)

Means	I shall help you by all means.
	Wealth is only a means to happiness.
Wages:	The wages of sin is death.
	Wages are rising nowadays.
Hair	His hair is curly.
Hairs	His hair is black but there are five grey hairs.

D. Change the number in the following sentences:

1. I have hurt my foot.
2. He is sharpening his knife.
3. His wife is a simple woman.
4. The ball hit the boy.
5. A woman told a story.
6. His wife was sitting on the chair.
7. Those ladies are poor.
8. An elephant is a big animal.
9. He is an M.L.A.
10. Your sister gave you one rupee.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

E. Change the number in the following sentences: (for oral practice in class)

1. He has a bamboo in his hand.
2. I respect him.
3. A bird builds a nest.
4. The hunter aimed at the bird.
5. The lion killed a goat outside the cave.
6. The mice are biting the nests.
7. He is the hero of the film.



8. The deer have fled.
9. A negro had a cuckoo and a mouse.
10. The birds have flown.
11. The children like toys.
12. His hair is black.
13. He was not fond of a game.
14. There is neither any fly nor any mosquito in the city.
15. A thief cannot be our chief.
16. The army captured the city.
17. He had a cow with a calf.
18. A lion, a fox, a stag and a bull quarreled among themselves.
19. The boy has lost his money.
20. I have my own belief about worship.
21. What is she to you ?
22. We pluck leaves from the trees.
23. He cut the tree with an axe.
24. She wrote a letter.
25. The girl is knitting her sweater.



F. Correct the following sentences if required:

1. They gave us many advices.
2. The scenery of Shimla are charming.
3. Ramesh gave many information.
4. The news were thrilling.
5. Mathematics are his favourite subjects.
6. I have many works to do.
7. I am fond of fruits and vegetable.
8. The road is closed for repair.
9. The sheeps are grazing on the hills.
10. His spectacles is broken.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

THE NOUN : GENDER

The gender specifies the sex of a noun. A noun can be of four genders

There is one more way to classify noun. That is on the basis of names of 'male', 'female', both 'male and female', and 'neither male nor female'.

Therefore there are four kinds of gender :

1. **Masculine Gender : Common name of males** such as :

1. The **man** rode a **horse**.
2. The **prince** is living a happy life.
3. The **boy** is driving a car.
4. Shivank is his **son**.
5. The **cock** sat on the branch of a tree.

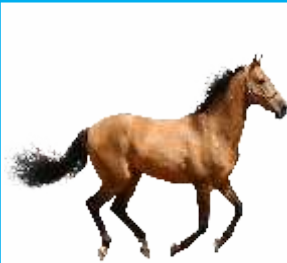
The **bold** words are **masculine genders**.



king



cock



horse



father

2. **Feminine Gender: Common Name of females** such as:

1. The **princess** lived a happy life.
2. Kajol is a famous **actress**.
3. The **mother** loves her children.
4. Prabhjot is a nice **girl**.
5. The **lioness** looked at the hunter angrily.

The **bold** words are **feminine genders**.



queen



hen



mare



mother

3. **Common Gender** : Common name of both males and females such as :

1. They are very good **friends**.
2. All the **students** were sitting in the class.
3. He hates his **neighbour**.
4. Our **servant** has completed the work.
5. Mr Rakesh is the **member** of our committee.

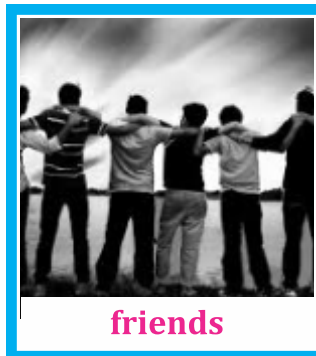
The **bold** words are **common genders**.



student



servant



friends



children

4. **Neuter Gender** : Common name of neither males nor females such as:

1. She is sitting in the **chair**.
2. I have lost my **pen** in the class room.
3. The agricultural tools are lying in the **store**.
4. He used a red **pen** to write **letter**.
5. He plucked a **leaf** from the **tree**.

The **bold** words are **neuter genders**



leaf



letter



chair



pens

Note :

- ◆ Material nouns, abstract nouns and collective nouns are treated as **neuter gender**.
- ◆ Young children and lower animals are also treated as **neuter gender**.
- ◆ The sun, summer, winter, time, death are treated as **masculine gender**.
- ◆ The moon, the spring, the earth, the country, hope, charity are treated as **feminine gender**.

Formation of genders

Masculine	अर्थ	Feminine	अर्थ
beau	रंगीला	belle	रंगीली
monk	भिक्षु	nun	भिक्षुकी
earl	अंग्रेजी पदवी	countess	अंग्रेजी पदवी
friar	तपस्वी	nun	तपस्विन
his	उसका	her	उसका
hart	बारहसिंगा	roe	बारहसिंगी
weather	भेड़ा	ewe	भेड़ी
signor	महाशय	signora	महाशयी
sultan	सुल्तान	sultana	सुल्ताना
sire	महाराज	dame	महारानी
stallion	घोड़ा	mare	घोड़ी
testator	वसीयतकर्ता	testatrix	वसीयतकर्ती
widower	विदुर	widow	विधवा

Omitting the vowel and adding "ess"

Masculine	अर्थ	Feminine
ambassador	राजदूत	ambadress
benefactor	दाता	benefactress
enchanter	जादूगर	enchantress
monitor	मानिटर	monitress
murderer	कातिल	murderess
inspector	निरीक्षक	inspectress
porter	कुली	portress
protector	रक्षक	protectress
shepherd	गडरिया	shepherdess
tempter	प्रलोभक	temptress
tutor	शिक्षक	tutoress



By adding 'ess'

Masculine	अर्थ	Feminine	अर्थ
giant	दैत्य	giantess	दैत्यी
jew	यहूदी	jewess	मादा यहूदी
mayor	नगर महापालिकाध्यक्ष	mayoress	नगर महापालिकाध्यक्षा
patron	संरक्षक	patroness	संरक्षिका
prophet	भविष्य वक्ता	prophetess	भविष्य वक्ता



By adding "ess" in an irregular way.

Masculine	अर्थ	Feminine	अर्थ
duke	नवाब	duchess	मादा नवाब
master	कुँवारा	mistress	कुँवारी
sorcerer	जादूगर	sorceress	जादूगरनी



Genders which do not change; they have the same form both in masculine and feminine.

Masculine	अर्थ	Feminine
artist	कलाकार	artist
advocate	वकील	advocate
cyclist	साइकिल चालक	cyclist
enemy	शत्रु	enemy
prime-minister	प्रधानमन्त्री	prime-minister
student	विद्यार्थी	student
teacher	अध्यापक	teacher
president	राष्ट्रपति	president



Change in a different way:

Masculine	अर्थ	Feminine	अर्थ
buck rabbit	नर खरगोश	doe rabbit	मादा खरगोश
beggar-man	भिखारी	beggar woman	भिखारिन
foster-father	धर्म पिता	foster-mother	धर्म माता



Change in a different way:

Masculine	अर्थ	Feminine	अर्थ
grand-father	दादा	grand-mother	दादी
grand-uncle	दादा का भाई	grand-aunt	दादा की भाभी
jack-ass	गधा	jenny-ass	गधी
step-father	सौतेला पिता	step-mother	सौतेली माता
salesman	विक्रेता	saleswoman	विक्रेती
washerman	धोबी	washerwoman	धोबिन

Identify the following as masculine / feminine / common or neuter gender:

beau		duchess	
countess		rabbit	
earl		pencil	
artist		sultana	
mare		house	
hart		monitor	
enemy		letter	
signor		student	
tutoress		dame	
sire		sister-in-law	
mayor		patron	
widower		porter	

A. Write the kind of gender of the bold words in the following sentences:

- The players gathered in the **ground**.
- The police caught the **robbers**.
- My sister** gave me a pencil.
- The **dog** ran after the cat.
- We are very good **friends**.

C. Complete the following puzzle:

	ACROSS		DOWN
1	one who teaches (7)	2	gender of him (3)
7	one who cooks food for our family(6)	3	gender of drone (3)
9	a person who acts (5)	4	gender of a bird which dances (6)
10	gender of he (3)	5	gender of heroine (4)
12	gender of ram (3)	6	gender of mother (6)
13	one who prepares food (4)	8	gender of maid (9)
14	gender of cock (3)	11	gender of dame (4)

13					4		
		3		8	P		
			6			2	5
			F			H	B
1		E		C			
7	M	O					
		14			N	11	
					10		E
9			T				
				12		W	

THE NOUN : CASE

The case of a noun is determined by the part, the noun plays in a sentence.

These are the functions of a noun.

- | | |
|--------------------------------|----------------------------------|
| 1. Subject of the Verb. | 2. Object of the Verb. |
| 3. Possessing the Noun. | 4. Complement of the Verb |
| 5. Case in Apposition | 6. Nominative of Address |

1. **Subject of the Verb** : When a noun is used as the **subject** of **verb** in a sentence, it is said to be in the **nominative case**.

- i. **Mr Sanjeev Kumar Sharma** called an urgent meeting of all the teachers of his school.
- ii. **Our students** performed well in the examination.
- iii. **Many teachers** came late in the farewell function.
- iv. **The School Management Committee** declared five holidays on Diwali.
- v. **Bees** hovered around him when he threw a stone on the beehive.

The **bold** words are the subject of the verb. Subject of the verb is always in **nominative case**.

Note : Subject of the verb can be known by inserting '**who**' with the verb and the **answer** will be the **subject of the verb**.

2. **Object of the Verb** : When a noun is used as the **object** of **verb** in a sentence, it is said to be in the **objective case**. It is also known as **accusative case**.

- i) Mr Sanjeev Kumar Sharma called an urgent **meeting**.
- ii) Our students performed well in the **examination**.
- iii) Many teachers came late in the **farewell function**.
- iv) The School Management Committee declared five **holidays** on Diwali.
- v) Many students are waiting for their **school bus**.

The **bold** words are the object of the verb. Object of the verb is always in **objective case**.

The **nominative case** of noun comes **before** the verb in a sentence while **objective or accusative case** of noun comes **after** the verb in a sentence.

Direct and Indirect Object :

Objective and **accusative** nouns can be expressed as **direct** and **indirect object**.

Sometimes two object are also used as;

1. We gave **Hardik** a beautiful gift.
2. My grandmother told **them** a story.

Hardik and **them** are **Indirect Objects**.

Note : Object of the Verb can be known by inserting '**what or whom**' with the verb and the answer will be the **object of the verb**. The answer for '**what**' will be the **direct object** and the answer for '**whom**' will be the **indirect object**. **Direct object** is in **objective case** and the **indirect object** is in the **dative case**. e.g.

What did we give **Hardik**? The answer is '**a beautiful gift**'. '**Whom**' did my grandmother tell a story? The answer is '**them**'.

If a **preposition** is used **before** a **noun** even then it will be in the **objective case**.

1. We are going to **Shimla**.
2. The teacher gave some **assignments**.
3. The teacher gave **the students** some **assignments**.
4. My uncle brought a **scooter**.
5. My uncle brought **home** a **scooter**.

In the above sentences no. 3 & 5 **assignments** and **scooter** are **direct objects** and **the students** and **home** are **indirect objects**.

3. Possessing the Noun : When a noun belongs to other noun, its belongingness is expressed in possessive case. Possessive case of a noun is denoted by the use of an apostrophe (').

1. **Neha's** friend is a company manager.
2. **Boys'** college is away from the **girls'** college.
3. **Balwant and Yeshpal's** block is same.
4. Security arrangements were made for the Chief Minister of **Haryana's** visit to Sirsa.
5. **Men's** working style is better than **women's**.

This use of noun is called possessive or genitive case.

Formation of Possessive Case :

◆ For a singular noun, the possessive case is formed by adding 's' after the apostrophe, at the final position of a noun:

1. **Dog's** bark was loud.
2. **Shivank's** father is a principal.
3. Hardkik is **Bhawna's** brother.

◆ For a noun of plural number ending in 's', the possessive case is formed by adding apostrophe (') after final 's'.

1. **Players'** coach was very strict.
2. **Girls'** dance was appreciated by the audience.
3. The principal took **teachers'** meeting.

- ◆ For a plural noun which does not end with 's', the possessive case is formed by adding apostrophe (') and 's' at its final position.

1. **Women's** garments are for sale here.
2. **Men's** hockey match was very interesting.
3. **Children's** toys are available in this shop.

- ◆ For a noun which contains several words, the possessive case is formed by adding an apostrophe (') and 's' at the final position of its last word.

1. **The President of India's** visit to America was covered by most of the media agencies.
2. **The Chief Minister of Hayana's** official residence is in Chandigarh.

- ◆ For a singular noun ending in 's', the possessive case is formed by adding apostrophe (') at the end of the noun.

1. **Vikas's** mother has qualified IAS exam.
2. 'Ode to a Nightingale' is **John Keats'** poem.

- ◆ When two nouns are connected with a conjunction 'and', the possessive case is formed by adding an apostrophe (') and 's' at the final position of the second noun.

1. **Sunidhi and Ridhi's** elder brother is getting married next week.
2. **Mr Gupta and Mr Sharma's** houses are in the same street.

Use of Possessive Case :

- ◆ It is used to show the possession or belongingness of living nouns.

1. His **neighbour's** house is well decorated .
2. The **crow's** cawing is not liked by anyone.

Both '**neighbour**' and '**crow**' are **living nouns** and they can be expressed in the possessive case of noun. But non-living nouns cannot be expressed in the same way.

1. Their house's lawn is full of greenery. (**incorrect**)
The lawn of their house is full of greenery. (**correct**)
2. The chair's leg is broken. (**incorrect**)
The leg of the chair is broken. (**correct**)

- ◆ It is used to show the possession of nouns denoting time, space or weight even if they are non-living nouns.

1. My house is at **a stone's throw** from my school.
2. In **a year's time**, the construction work of our school building will be completed.
3. We have planned to spend **a week's holiday** in Delhi.

- ◆ It is used to show the possession of the proper noun or noun denoting a trade, profession or relationship in order to indicate a building or place of work/ profession.

1. **Chemist's** shop is near the bus stand.
2. Sohan received his primary education at **St. Xavier's** .
3. **Hanuman's** temple is a famous pilgrimage.

4. Complement of the Verb :

Verbs of incomplete predication. (Verbs which do not convey complete sense):

1. She was a **queen**.
2. You are a **doctor**.
3. Nikhil seems a **fool**.
4. He became a **lawyer**.



5. Case in Apposition :

When two nouns used in a sentence convey the meaning of the same person then the second noun is called the **case in apposition** of the first **noun**.

1. Her father, **Mahesh Sharma**, left home a year ago.
2. Ramesh, **her brother**, is an honest man.
3. Shimla, **the capital of Himachal Pradesh**, is my home city.
4. Shalini, **her daughter**, is a beautiful girl.



6. Nominative of Address :

The Nouns which convey the meaning such that someone is calling them are **nominative of address** and are called **vocative case**.

1. **Boys**, don't make a noise.
2. **Sukhdev**, wait for me.
3. **Students**, listen to me.
4. Come here, **Rahul**.

A. Underline the nominative case of noun used in the following sentences. See the example.

Example : Mr Sharma is our principal. Mr Sharma is our principal.

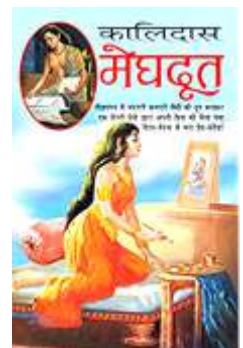
1. Bihar is an agricultural state.
2. Rabbits live in burrows.
3. Mt. Everest is also known as 'Sagarmatha'.
4. Shimla is the capital of Himachal Pradesh.
5. Gateway of India is in Mumbai.



B. Underline the objective or accusative case of the noun used in the following sentences.

Example : Girls play in the park. Girls play in the park.

1. The sun rises in the east.
2. We all love our motherland.
3. Her uncle presented a watch on her birthday.
4. India has twenty-two officially recognised languages.
5. 'Meghdoot' was written by Kalidas.



C. Rewrite the following sentences using possessive case of a noun where applicable.

1. The garden of my friend has beautiful trees.
2. The birth place of Lord Buddha is Lumbini in Nepal.
3. Hump of camel helps it to survive without food and water for many days.
4. Lotus temple of Delhi is a famous tourist place.
5. Shop of barber is far away from here.

1. _____
2. _____
3. _____
4. _____
5. _____

D. Identify the errors in the following sentences and rectify them.

Example : My home's colour is yellow. **Colour of my home is yellow.**

1. Children's ball was green.
2. Book's cover is very attractive.
3. India's President's visit to Nepal was a great success.
4. Candle's wax is about to melt.
5. Road's sides are lined with beautiful green trees.



1. _____
2. _____
3. _____
4. _____
5. _____

E. Correct the following sentences:

1. Rohit got only passing marks.
2. Ramesh was true of his words.
3. Fifteen miles are a long distance.
4. We want three dozens apple.
5. She wants two pairs of white shoes.



1. _____
2. _____
3. _____
4. _____
5. _____

F. Pick out the nouns in the following and mention in which case they are: (for oral practice in class)

1. Calcutta is the biggest city of India.
2. Mohan's friend gave his cousin a story book.
3. Come on, boys, let us win the game.
4. The hunter killed a lion and brought it to the village.
5. The teacher told the boys to read Tagore's books.



G. Common errors in the use of nouns

Incorrect

1. Her hairs are curly.
2. He gave me many advices.
3. He has many works to do.
4. I have sold all my furnitures.
5. This book is full of informations.
6. The cattles are grazing.
7. Your scissor is blunt.
8. His spectacle is fine.
9. I like fruits and vegetable.
10. Politics are a dirty game.
11. These news are true.
12. The first inning is over.
13. I have a ten-rupees note.
14. She got only passing marks.
15. He is true to his words.

Correct

1. Her hair is curly.
2. He gave me much advice.
3. He has much work to do.
4. I have sold all my furniture.
5. This book is full of information.
6. The cattle are grazing.
7. Your scissors are blunt.
8. His spectacles are fine.
9. I like fruit and vegetables.
10. Politics is a dirty game.
11. This news is true.
12. The first innings is over.
13. I have a ten-rupee note.
14. She got only pass marks.
15. He is true to his word.

Activity

The students will be given the task to make sentences taking the names of the whole class. Suppose there are 30 students in 8th class. Say : Mehakdeep, Jashan ... Mehakdeep can say: Jashan's father is an honest person. Jashan can say: Mehakdeep's mother came to school yesterday. And so on ...

THE PRONOUN

The Pronoun : A pronoun is a word which is used in place of a 'Noun'.

Gurbaj is sad because he has failed.

- ◆ **Harshneet** is sad because he has lost his pen.
- ◆ **My brother** finished his race within the given time.
- ◆ **You** will be rewarded because you have stood first in the test.
- ◆ **Himanshu** did not come to school because he was ill.
- ◆ **Prabhjot** succeeded because she worked hard for many days.
- ◆ **The person** who wrote this essay became a writer.

Note : The words in **bold** in the beginning are **nouns** and the **underlined** are **pronouns**.

Pronouns are of the following kinds :

- | | |
|----------------------------------|----------------------------------|
| 1. Personal Pronoun | 2. Interrogative Pronouns |
| 3. Relative pronouns | 4. Distributive Pronouns |
| 5. Demonstrative Pronouns | 6. Indefinite Pronouns |
| 7. Reflexive Pronouns | 8. Reciprocal Pronouns |
| 9. Emphatic Pronouns | 10. Possessive Pronouns |

1. **Personal Pronoun :** Personal pronoun **conveys the sense of a person, animal or thing** as:

1. **I** am running.
2. **We** are swimming.
3. **You** are playing.
4. **He** is taking bath.
5. **She** is writing a novel.
6. **They** are chasing a dog.
7. **It** drank tea.



It is used in place of the noun that '**speaks**', noun that '**listens**' and noun '**about which**, it is talked about in a sentence'. e.g. I, we, you, he, she, it, they etc.

Personal Pronouns are used for three persons :

First Person (speaker) : **I** and **we** are the first person pronouns.

Second Person (Listener) : **You** denotes the person spoken to.

Third Person (about whom is spoken) : **He, she, it** and **they** are the third person pronouns. '**It**' is used for animals and things.

Person	Number	Gender	Subject (1)	Object (3)	Possessive (2)
First	Singular	Common	I	me	mine
	Plural	Common	We	us	ours
Second	Singular	Common	You	you	yours
	Plural	Common	You	you	yours
Third	Singular	Masculine	He	him	his
	Singular	Feminine	She	her	hers
	Singular	Neuter	It	it
	Plural	Common	They	them	theirs

A. Supply appropriate personal pronouns in the following sentences:

-have done their home work.
-will call on his brother.
- They are going to see.....
- does not love her parents.
- himself solved his the problem.
- have lost my purse in the crowd.
- Diksha did not do duty.
- have not yet arrived at the station.



2. Interrogative Pronouns : The pronoun which **does the work of asking the questions** is called **interrogative pronoun** such as **who, whose, whom, which, what**.

Remember : **Who, whose, whom** are used for persons, **what** is used for **things** and **which** is used both for **persons and things**. **Which** always shows selection.

Who as a **subject**, **whom** as an **object**, **whose** as **possessive form** and **what, which** are used both as **subject** and **object**.

- Who** has written this beautiful poem?
- Whom** do you love the most?
- What** is that?
- Which** is your cars?



B. Supply the proper interrogative pronoun :

-is your shirt, Khushdeep?
-handkerchief is this?
-does she want to betray?
-came in the room in her absence?
- I am reading a novel,book are you reading?
- My brother is a doctor,is your brother?



7.of these toys do you like the most?
8.is she inviting as a chief guest?

3. **Relative Pronouns** : The pronouns which **connect two sentences and shows the relation with the noun before it** is called **relative pronoun**. The noun is called antecedent such as **who, whom, which, that**.

Relative Pronoun is used in two ways :

i) **Continuative** : The Relative Pronoun does not show the quality of its antecedent as;

1. Shaina met Amanpreet, **who** (= and she) became her friend.
2. Harpreet released the rabbit, **which** (= and it) at once ran away.
3. Kirti broke Tanya's pen, **which** she bought yesterday.

Remember : Only **who** and **which** are used in the form of continuative and a comma is inserted before them.

ii) **Restrictive**: The relative pronoun that shows the quality of its antecedent.

1. Mr Rakesh praised the girl **who** stood first in the class.
2. Tell me the name of the person **whom** you want to show these pictures.
3. **Where** is the purse your uncle gave you last Sunday?
4. I have learnt the lesson **that** my teacher gave me as home work.

C. Use relative pronouns in the following :

1. They met their teacher.....solved the sum for them.
2. The buffalothey bought last month has gone dry.
3. This is the teacher.....delivered a beautiful speech yesterday.
4. The fish.....the fisherman caught is known as Shark.
5. Eat allyou want.
6. It is only cats.....mew.
7. It is Arshdeep.....is to blame.
8. Sukhman is the most active girlI have seen.



4. **Distributive Pronouns** : The pronoun that **indicates each person or thing individually** is called **distributive pronoun** such as **either, neither, none, each, any**. They are always singular and are followed by singular verbs.

Remember : Either and neither are used for two; **each** for two or more than two already mentioned and **any, none, no one** are used for more than two.

1. Take **either** of these two pens.
2. **Neither** of the two brothers attended the party.
3. **Each** of you can go home now.
4. **None** of them can do it in a proper way.
5. **Any** of these five girls may dance on the stage.



D. Use distributive pronouns and suitable form of verb in the following:

1. of the student been called in the Principal's office. (has/have)
2. of these mathematical methods to the same answer. (lead/leads)
3. of the two girls in proper school uniform. (was/were)

5. Demonstrative Pronouns : The pronoun **which is used to 'point out' or 'demonstrate' persons or things** is called **demonstrative pronoun** as: **this, that, these, those.**

Remember : Verb comes after these pronouns. **This** and **these** show **nearness** whereas **that and those** shows **distance**.

1. **This** is my house.
2. **That** is your car.
3. **These** are their shoes.
4. **Those** are her dolls.



E. Use demonstrative pronouns in the following :

1. are his sisters.
2. are my pencils lying there.
3. is my chair.
4. is our school building.
5. are my brothers.



6. Indefinite Pronouns : The noun **which does not show any definite person or thing** is called **indefinite pronoun** as; **one, none, some, many, somebody, anybody, nobody, other, all, few** etc.

1. **None** helped him.
2. Do good to **others**.
3. **All** knew him.
4. **Some** come and **some** go.
5. **One** should do **one's** duty.
6. **Somebody** has stolen my pen.
7. **Many** of them were Indians.
8. **Few** will pass.



F. Fill in the blanks with distributive, demonstrative or indefinite pronoun :

1. Both the shirts are good but is better than
2. This is a red car; that is a black
3. loves nature.
4. worships a setting sun.
5. can speak if you like.



7. **Reflexive Pronouns** : The pronoun **which shows the effect of the action on the subject not on others** is called **reflexive pronoun** as: **myself, himself, herself, yourself, yourselves, ourselves, themselves, itself**. It is used to refer to the same persons as the subject of the verb in a sentence. In a sentence, it comes after the verb.

Note: 'self' is used with 'my, him, her, it' ; 'selves' is used with 'them, our'. If **your** is used for **one person** we use '**yourself**' but if it is used for **more than one** we use '**yourselves**'.

1. I deceived **myself**.
2. Shaijal praised **herself**.
3. We hid **ourselves** in the store room.
4. He was waiting there by **himself**.

➤ A reflexive pronoun always answers the question '**whom**'.



G. Use reflexive pronouns in the following sentences :

1. Don't dupe by believing in such superstitions.
2. The CD player switches off
3. Surbhi hurt
4. They praised



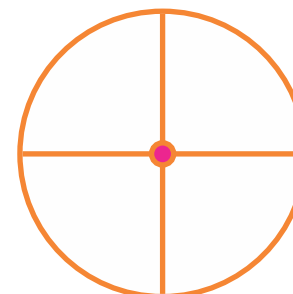
8. **Reciprocal Pronouns** : The pronouns **which are formed by two pronouns and show relation with each other** are called **reciprocal pronouns** as: **each other, one another**.

Note: '**Each-other**' is used for **two** and '**one-another**' is used for **more than two**.

1. The two friends loved **each other**.
2. The students helped **one another**.

H. Use reciprocal pronouns in the following sentences:

1. The two lines intersect at the centre of the circle.
2. The two rivals accused of corruption.
3. The twins completely understand
4. The students fought with in the class.
5. They all helped



9. **Emphatic Pronouns** : The pronoun **which is used to lay emphasis** is called **emphatic pronoun**. It is formed like **reflexive pronoun** with **personal pronoun** by inserting '**self**' or '**selves**'. It is used to put more stress or to emphasise the action done by the subject.

1. I **myself** has done it.
2. You **yourself** can improve it.
3. He **himself** proved it.
4. They **themselves** hid the reality.

I. Use emphatic pronouns in the following sentences:

1. I arranged everything for the dinner.
2. They allowed him to come in the birthday party.
3. The teacher has allowed me to go there.
4. You has done this blunder.
5. She..... cooked food in the kitchen.

10. Possessive Pronouns : The pronoun **which is used to indicate possession or belongingness of a pronoun.** e.g. **mine, ours, his, hers, theirs** etc.

1. This bike is **mine**.
2. The red car standing there is **his**.
3. The shoes in the almirah are **theirs**.



J. Use possessive pronouns in the following sentences :

1. The book in your hands is not.....
2. The person standing beside him is an uncle of
3. That red building is
4. The book without cover is



EXERCISE

K. Fill in the blanks with suitable possessive pronouns.

1. Rohit, this car is(my, me, mine) but where is?(your, yours)
2. Rasanpreet said that that purse was not(her, hers)
3. If they can do your home work, so can we do(ours, our, mine)
4. Sukhdev has purchased a new dress for his birthday party. Has his sister purchased (her, hers, his)
5. That shop at the end is(our, ours, we)

L. Rewrite the following sentences using apostrophe (') with the noun to show its possession.

Example: The victory of Rasanpreet is surprising. **Rasanpreet's** victory is surprising.

1. Raman relaxed under the shade of trees.
2. The health of Manpreet is deteriorating.
3. Concert of Lata was a big hit abroad.
4. Cawing of the crow awakened us in the morning.
5. Barking of stray dogs frightened us.
6. Shop of the chemist is closed.



M. Rewrite the following sentences using apostrophe (') to shorten the verb. Follow the example.

Example: I have learnt the lesson. **I've** learnt the lesson.

1. I would rather take a taxi than wait for the bus.
2. You need not worry about your result.
3. She could not find her lost book.
4. We have completed the work.
5. I would rather take a bus than wait for the train.



N. Fill in the blanks with appropriate contracted form of verbs given in brackets:

1. If Mr Balwantin an important meeting , he would go home and take a nap. (hasn't, weren't, haven't, wasn't)
2. If itrain, we'd play football in the ground. (doesn't, didn't, weren't)
3. He..... passed , if he had not worked hard.(wouldn't have, weren't, wasn't)

O. Fill in the blanks with relative pronouns:

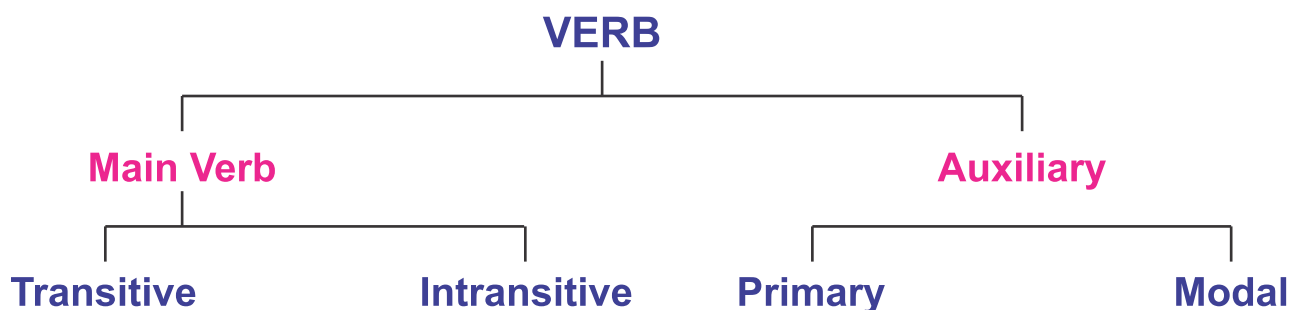
1. Madam Curie,.....discovered radium, was one of the greatest women of her age.
2. The book,.....you gave me is not so useful for learning English speaking.
3. Where is the man.....sold me the detergent powder.
4. That is the lady.....golden chain was snatched yesterday?
5. The girlyou see at the desk is the receptionist.
6. This is the house.....I was born.
7. He is a famous scientist about.....many books have been written.

THE VERB

We cannot frame a sentence without a verb. **Verbs indicate thoughts and actions.** We **need nouns** to **name things** and **verbs** to **express what those things do**. Verbs describe action, when the action happened and how many things were acting.

The **tense** of a verb indicates **time**. The use of **singular** and **plural** forms indicates the **quantity** of **things 'acting'** in a sentence. **Verbs make a statement, ask question, give a command.** It is often said that verbs are '**action words**' because they frequently indicate actions. Verbs tell **what** the **subject** of a sentence is **doing** or **thinking at a given moment of time**.

Verbs can be classified as follows:



Look at the following sentences:

1. Mohan is playing. – (is = auxiliary verb), (play = main verb)
2. We are writing. – (are = auxiliary verb), (write = main verb)
3. I am skipping. – (am = auxiliary verb), (skip = main verb)

Transitive and Intransitive Verbs

Verbs can be divided into two categories: Transitive and Intransitive

Transitive Verb: Transitive verbs take objects. These verbs carry the action of a subject and apply it to an object. They tell us what the subject (**agent**) does to something else (**object**).

1. Sohan brought a new bike. (Sohan = **agent**, brought = **action**, a new bike = **object**) It **answers** the question '**what**'?
2. Rahul takes bath twice daily.
3. He will lose the race.

Note: A transitive verb can take any tense.

Sometimes a transitive verb takes two objects.

1. They showed **us the new house**. (**us** and **the new house** are **two objects**)
2. Mr Rakesh teaches **me Hindi**. (**me** and **Hindi** are the **two objects**)
3. We gave **Sukhdev a warm welcome**. (**Sukhdev** and **a warm welcome**)
4. His uncle gave **him a new watch**. (**him** and **a new watch**)

The **first** object refers to the person **receiving something**. The **second** object refers to **the thing that is given**. The **second object** is called the **direct object** and the first is called **indirect object**.

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

Intransitive verbs do not take an object. They express actions that do not require the agent's doing something to something else.

Examples :

1. Shivank **danced**. (The intransitive verb '**danced**' is a complete action. It does not require a direct object to receive the action.)
2. Sheenu **came** to see me.
3. Mr Gupta **died** in the accident.
4. They **slept** on the floor.

The verbs **came**, **died** and **slept** have no objects. We cannot ask '**What/ Whom** did sheenu come?' '**What/Whom** did Mr. Gupta die?' etc. Verbs like these are called **intransitive verbs**.

Rules

1. **Some verbs can be used both as transitive as well as intransitive.**

Transitive	Intransitive
Mohan opened the window.	The window opened.
She broke the cup.	The cup broke.
The driver stopped the bus.	The bus stopped.
The peon rang the bell.	The bell rang.
Shailja speaks the truth.	Shailja speaks slowly.



2. **Passive voice is possible only with transitive verbs.**
3. **Some verbs** like 'come, go, fall, die, sleep, lie' **refer actions that can't be done to anything or can't be passed over to any object**. These verbs are therefore not used transitively.

4. Some intransitive verbs can be made transitive by adding a preposition with them.

- a) He **looks after** his uncle.
- b) They **laughed at** the beggar.
- c) Our committee has **gone through** this proposal.

The words in **bold** are intransitive verbs plus prepositions added with them to make them transitive.

Note : In some cases the preposition is prefixed to the verbs as following:

- a) I overcame the thief.
- b) The river overflowed its bank.

5. Some intransitive verbs take an object after them that are similar in meaning to the verb. Such objects are called cognate objects:

- a) Rohan **sighed** a deep **sigh**.
- b) Indian army **fought** a fierce **fight**.
- c) She **dreamt** a sweet **dream**.

A. Underline the verb in each sentence and indicate whether it is being used as a transitive verb or intransitive verb:

- 1. She imagined a world full of fascinating creature. (.....)
- 2. Rohit ran in the park every afternoon. (.....)
- 3. I cleaned the yard on Saturday. (.....)
- 4. The boiling water scalded my hand. (.....)
- 5. My mother washes clothes every Sunday. (.....)
- 6. I opened the door for the lady with a parcel. (.....)

Auxiliary Verbs:

Auxiliary verbs can be divided in **primary** and **modal auxiliary verbs**.

a) Primary auxiliary verbs can be further divided as:

- 1. Verbs 'to be': **is, am, are, was, were**.
- 2. Verbs 'to have': **has, have, had**.
- 3. Verbs 'to do': **do, does, did**.

b) Modal Auxiliary Verbs

Modal auxiliary verbs are special auxiliary verbs that express the degree of certainty of the action in the sentence, or **the attitude or opinion of the writer/speaker** concerning the action. Some common modal auxiliary verbs are **may, might, can, could, will, shall, would, should, must, need, dare, ought to, used to**.

Modals are **verbs** which '**help other verbs to express a meaning**' : It is important to note that '**modal verbs**' convey **no meaning by themselves**. We shall study about these verbs in detail in a separate chapter.

Linking Verbs:

A **linking verb** connects a **subject** to a **subject complement** which identifies or describes the subject. Linking verbs are

- i) **forms of 'to be'** when followed by a description or definition.
- ii) **sensory verbs**, including synonyms for look, smell, taste, feel and sound.
- iii) **emphatic verbs**, including seem, feel (emotion) and appear.
- iv) **transformation verbs**, including become, evolve, grow, keep and remain.

The following sentences are descriptive, using **linking verbs**:

1. The house **is** green.
2. The house **was** white, until we painted it.
3. It **looks** beautiful.

Many linking verbs (with the significant exception of **'be'**) can also be used as transitive or intransitive verbs.

- a) My friend says that the water in Mumbai **tastes** terrible. (linking verb **taste**: intransitive use.)
- b) I **tasted** the soup before adding more salt in it. (transitive use of **'taste'**)

Verbs of Incomplete Predication

A verb which requires a complement to make the sense complete is called an **incomplete verb**. e.g.

1. Rohit seems
2. Ramesh became
3. Rekha looks
4. Our principal seemed

These verbs do not make complete sense. Now see the following sentences:

1. Rohit seems **happy**.
2. Ramesh became a **teacher**.
3. Rekha looks **beautiful**.
4. Our principal seemed **angry**.

We have used the words **happy**, **a teacher**, **beautiful** and **angry** to make the sense complete. These bold words are called **complements of the verb**. The verbs **seems**, **became**, **looks** and **seemed** are called **incomplete verbs or verbs of incomplete predication**. These are also called **linking verbs**.

Subjective and Objective complement

A complement is usually a noun or an adjective or an adjective + noun.

When the complement (describes) a subject, it is called a subjective complement and when the complement modifies (describes) an object, it is called objective

complement.

- a) Pushy is a **cat**.
- b) Rakesh is a **teacher**.
- c) She appears **pleased**.
- d) Sweets taste **sweet**.
- e) They look **tired**.
- f) He became a **minister**.
- g) The flowers smell **sweet**.
- h) The building is to **let**.



All the **bold** words in the above sentences are **subjective complements**, **describing the subject**.

Look at the following sentences:

- a) We made Gurpreet **monitor**.
- b) They consider the man **honest**.
- c) The judge found him **guilty**.
- d) He called his father a **rustic**.
- e) We thought him **trustworthy**.
- f) The teacher considers Ritima **intelligent**.



In the above sentences, the bold words are **objective complements**, **modifying or describing the objects**.

Ditransitive Verbs: Some verbs take **two objects**, one **direct** and the other **indirect** object. Such commonly used verbs are: give, ask, tell, offer, promise, send etc. These verbs are called **detransitive verbs**.

- a) He **gave** me a pen.
- b) Sahil **asked** him a persona question.
- c) My **mother** told me a story.

Direct and Indirect Objects of the verb:

See the following sentences:

- 1. Manchita read the **magazine**.
- 2. I did not see the **car**.
- 3. They ate the **apples** quickly.
- 4. Sanchita gave the child a **pen**.
- 5. He sent the man the **information**.



In the above sentences we see that in sentence no. 4 and 5 there are two objects. The bold words are the **direct objects** and the underlined one are **indirect objects**. '**child**' and '**man**' are the indirect objects of the verbs '**gave**' and '**sent**'.

Indirect objects refer to the things which receive indirectly the actions described by the verbs. In the above examples '**magazine**', '**car**', '**apples**', '**pen**' and '**information**' are the

direct objects of the verbs. **Indirect objects usually refer to living things.**

Sentence 4 can also be written as **Sanchita gave a pen to the child.** In the rewritten sentence, '**child**' can be regarded either as the **indirect object** of the verb '**gave**' or as the **object of the preposition 'to'**.

Conjugation of verbs.

Fill in the blank boxes with the required form of verb.

Present	अर्थ	Past	Past Participle	ing Form
beat	पीटना	beat	beaten	beating
beat	पीटना	bit	bitten, bit	beating
beget	उपजाना	begot	begotten	begetting
behold	पकड़ना	beheld	beheld	beholding
build	बनाना	built	built	building
buy	खरीदना	bought	bought	buying
choose	चुनना	chose	chosen	choosing
catch	पकड़ना	caught	caught	catching
clothe	कपड़े पहनना	clad	clad	clothing
draw	खींचना	drew	drawn	drawing
drive	चलाना	drove	driven	driving
fall	गिरना	fell	fallen	falling
fly	उड़ना	flew		flying
forgive	क्षमा करना		forgiven	forgiving
forsake	त्यागना	forsook	forsaken	forsaking
grow	उगाना	grew		growing
hide	छुपना	hid	hidden, hid	hiding
hold	पकड़ना		held	holding
lose	खोना	lost	lost	losing
lead	नेतृत्व करना	led		leading
make	बनाना	made	made	making
rend	खण्ड करना		rent	rending
rise	उदय होना	rose	risen	rising
send	भेजना	sent		sending
shake	हिलाना		shaken	shaking
shine	चमकाना	shone	shone	shining
shrink	सिकुड़ना	shrank	shrunk	shrinking

Present	अर्थ	Past	Past Participle	ing Form
sink	धंसना	sank		sinking
sink	डुबाना		sunken	sinking
sit	बैठना	sat		sitting
spend	खर्च करना	spent	spent	spending
speak	बोलना		spoken	speaking
spin	कातना	spun	spun	spinning
strew	बिखेरना	strewn		strewing
strike	हड़ताल करना	struck	struck	striking
strike	मारना, पीटना	struck	stricken	striking
swing	झूलना		swung	swinging
think	सोचना	thought		thinking
throw	फेंकना		thrown	throwing
tear	आँसू बहाना	tore	torn	tearing
thrive	फलना फूलना		thriven	thriving
weep	रोना	wept		weeping
withdraw	हट जाना	withdrew	withdrawn	withdrawing
wrung	निचोड़ना		wrung	wringing

Fill in the blank boxes with the required form of verb. The following verbs take 'd', 'ed', 't' with the 'Past' and 'Past Participle':

Present	अर्थ	Past	Past Participle	ing Form
admire	प्रशंसा करना	admired	admired	admiring
answer	उत्तर देना		answered	answering
appoint	नियुक्त करना	appointed		appointing
ask	पूछना	asked	asked	asking
attest	सत्यापित करना		attested	attesting
bark	भौंकना	barked	barked	barking
behave	व्यवहार करना	behaved		behaving
benefit	लाभ होना	benefited	benefited	benefiting
bereave	वंचित रहना		bereaved/vereft	bereaving
boast	घमण्ड करना	boasted	boasted	boasting
borrow	उधार लेना	borrowed		borrowing

Present	अर्थ	Past	Past Participle	ing Form
capture	पकड़ना		captured	capturing
conclude	निष्कर्ष निकालना	concluded	concluded	concluding
clean	साफ करना	cleaned		cleaning
charge	आरोप लगाना		charged	charging
consider	मानना/समझना	considered	considered	considering
collect	इकट्ठा करना		collected	collecting
cook	पकाना	cooked	cooked	cooking
cover	ढकना	covered	covered	covering
clothe	कपड़े पहनना		clothed	clothing
dance	नाचना	danced		dancing
dare	हिम्मत करना		dared	daring
deceive	धोखा देना	deceived		deceiving
deposit	जमा करना		deposited	depositing
die	मरना		died	dying
drown	डूबना	drowned	drowned	drowning
dust	झाड़ना		dusted	dusting
enter	प्रवेश करना	entered	entered	entering
fail	असफल होना		failed	failing
fear	डरना	feared		fearing
flow	बहना		flowed	flowing
fight	लड़ना	fought		fighting
fire	गोली मारना		fired	firing
float	तैरना	floated		floating
gallop	घोड़े का चलना		galloped	galloping
grave	व्यग्र करना	graved	graved	graving
grave	विनाश करना	graved	graven	graving
have	होना		had	having
heat	गर्म करना	heated		heating
help	सहायता करना		helped	helping
invite	निमन्त्रित करना	invited		inviting
kill	मारना		killed	killing
lay	देना	laid		laying

Present	अर्थ	Past	Past Participle	ing Form
like	पसन्द करना		liked	liking
load	भरना	loaded	loaded	loading
load	लादना	laden		loading
love	प्यार करना		loved	loving
melt	पिघलाना	melted		melting
move	हिलना	moved	moved	moving
name	नाम रखना		named	naming
need	जरूरत होना	needed		needing
nurse	पालन करना		nursed	nursing
open	खोलना	opened		opening
order	आदेश देना	ordered	ordered	ordering
organise	प्रबन्ध करना		organised	organising
praise	प्रशंसा करना	praised		praising
preach	उपदेश देना		preached	preaching
provide	देना	provided		providing
pull	खींचना		pulled	pulling
prevent	रोकना	prevented		preventing
push	धाक्का देना		pushed	pushing
plough	हल चलाना	ploughed		ploughing
reach	पहुँचना		reached	reaching
receive	प्राप्त करना	received		receiving
refuse	इन्कार करना		refused	refusing
repair	मुरम्मत करना	repaired		repairing
remember	याद करना	remembered	remembered	remembering
roar	दहाड़ना		roared	roaring
sell	बेचना	sold		selling
save	बचाना		saved	saving
saw	चीरना	sawed		sawing
spend	खर्च करना		spent	spending
talk	बात करना	talked	talked	talking
test	निरीक्षण करना		tested	testing
tell	बताना	told		telling

Present	अर्थ	Past	Past Participle	ing Form
treat	व्यवहार करना		treated	treating
thank	धन्यवाद करना	thanked		thanking
understand	समझना		understood	understanding
walk	चलना	walked		walking
wash	धोना		washed	washing
wish	इच्छा करना	wished		wishing
wander	घूमना		wandered	wandering
waste	व्यर्थ करना	wasted		wasting
wound	घायल होना		wounded	wounding
yield	देना	yielded	yielded	yielding

Fill in the blank boxes with the required form of verb. The following verbs take 'd', 'ed', 't' with the 'Past' and 'Past Participle':

Present	अर्थ	Past	Past Participle	ing Form
bet	शर्त लगाना	bet	bet	betting
cost	लागत होना	cost	cost	costing
shed	बहाना	shed	shed	shedding
spread	बिखेरना	spread	spread	spreading

In case of the following words, the last consonant is doubled before adding 'ed' to the positive form. Fill in the blank boxes with required form.

Present	अर्थ	Past	Past Participle	ing Form
bat	बल्लेबाजी करना	batted	batted	batting
chop	काटना	chopped		chopping
dip	गोता लगाना		dipped	dipping
commit	प्रतिबद्ध	committed	committed	committing
compel	विवश करना	compelled		compelling
fulfil	पूरा करना		fulfilled	fulfilling
drop	गिरना	dropped		dropping
knit	बुनना		knitted	knitting
prefer	पसन्द करना	preferred		preferring
quit	त्यागना		quitted	quitting

Present	अर्थ	Past	Past Participle	ing Form
omit	छोड़ देना	omitted		omitting
occur	होना		occurred	occurring
permit	आज्ञा देना	permitted		permitting
refer	सौंपना		referred	referring
travel	यात्रा करना	travelled		travelling
stop	रोकना		stopped	stopping
worship	पूजा करना	worshipped	worshipped	worshipping

The last 'y' is changed into 'i' and 'ed' is added

Present	अर्थ	Past	Past Participle	ing Form
marry	विवाह करना	married	married	marrying
ply	चलाना	plied	plied	plying
pry	ताक झांक करना	pried	pried	prying
reply	उत्तर देना	replied	replied	replying
satisfy	संतुष्ट होना	satisfied	satisfied	satisfying
vary	अलग होना	varied	varied	varying
study	पढ़ना	studied	studied	studying

Identify the bold word. Tick the correct answer.

- Ritima **is** swimming in the state championship contest next month.
a) transitive verb b) intransitive verb c) linking verb d) auxiliary verb
- Frustrated with the official's call, Manchita **kicked** the bench.
a) transitive verb b) intransitive verb c) linking verb d) auxiliary verb
- The vegetarian burger **tasted** like salted chapatti.
a) transitive verb b) intransitive verb c) linking verb d) auxiliary verb
- Manchita likes jaggery but her sister **likes** sugar.
a) transitive verb b) intransitive verb c) linking verb d) auxiliary verb
- Suman Bala became **impatient** when her husband took so long taking a decision.
a) transitive verb b) intransitive verb c) linking verb d) auxiliary verb
- Our teacher **gave** each of us another chance to take the exam.
a) transitive verb b) intransitive verb c) linking verb d) auxiliary verb

THE ADJECTIVE

The Adjective: An adjective is a word which **qualifies a noun / a pronoun**. We can also say that a word that **adds details to the noun / the pronoun or describes** it is called an **adjective**. e.g. Manpreet has a **beautiful** doll. The chair is **large**.

Kinds of Adjective: There are eight kinds of adjectives.

- | | |
|-----------------------------|----------------------------|
| 1. Adjective of Quality. | 2. Proper Adjective. |
| 3. Adjective of Quantity. | 4. Adjective of Number. |
| 5. Demonstrative Adjective. | 6. Distributive Adjective. |
| 7. Interrogative Adjective. | 8. Possessive Adjective. |

1. Adjective of Quality : An adjective which shows the quality or demerit of the **noun** is called **adjective of quality**. e.g.

- I have a **black** coat.
- Sunil is the **best** person.
- He is a **kind** father.
- Ramesh is a **dishonest** boy.



This adjective is used in two ways :

i) Attributively: An adjective is used **attributively, when it is placed before a noun** e.g.

- The **brave** lady was honoured.
- It is a **bright** day.

There are several types of attributive adjectives.

- | | |
|---|-------------------------------------|
| a) Adjectives indicating size | : large, long, narrow etc. |
| b) Adjectives indicating material | : leather, metal etc. |
| c) Adjectives indicating weight | : light, heavy etc. |
| d) Adjectives indicating colour | : black, blue, white etc. |
| e) Adjectives indicating shape | : round, square etc. |
| f) Adjectives indicating temperature | : cold, hot, warm etc. |
| g) Adjectives indicating humidity | : dry, wet, damp etc. |
| h) Adjectives indicating age | : young, six-month-old etc. |
| i) Participles and other adjectives | : clever, interesting, excited etc. |



ii) Predicatively: When an adjective is used after verb as a part of the predicate, it is **said to be used predicatively**. e.g.

- The soldier was **brave**.

2. The day is **bright**.
3. The car is **old**.
4. The book is **attractive**.

A few adjectives such as **old**, **late** and **heavy** can take a different meaning when they are used attributively.

Sandeep Sharma is an old friend. (Sandeep is known to me **for a long time** - **attributively**)

Sandeep Sharma is very old. (**in years** - **predicatively**)

My late grandfather was a doctor. (**he is dead now** - **attributively**)

My grandfather was late today. (**not on time** - **predicatively**)



A. Fill in the blanks with suitable adjective of quality.

1. The song impressed everyone.
2. people should help the poor.
3. Rose is a flower.
4. The person respects all.
5. birds are flying in the sky.

2. Proper Adjective : The **adjectives that are derived from proper nouns** are called **proper adjectives**. **Proper adjectives begin with a capital letter.** In fact these adjectives are the adjective of quality.

1. This **Indian** town has an interesting history.
2. She is an **American**.
3. That building is the best example of **Victorian** architecture.
4. I have many **Korean** friends.



B. Fill in the blanks with proper adjectives:

1. tea is popular in India.
2. Mehakpreet is an citizen.
3. stories are famous all over the world.
4. were shocked after India's surgical strike.
5. people have progressed a lot in business world.

3. Adjective of Quantity : The **adjective which shows the quantity of a thing** is called **adjective of quantity**. e.g.

1. He has **much** wealth.
2. There is **little** water in the jug.
3. We have **enough** food with us for the journey.
4. The government has collected **sufficient** taxes.
5. Please give me **some** money.
6. There is **no** labour in the factory today.



C. Fill in the blanks with suitable adjective of quantity from the clues given:

little enough no some all

1. She hascomplaints at all.
2. Give me milk.
3. The mother gave me money to spend during journey.
4. There is doubt in my mind
5. children are playing happily.

4. Adjective of Number : The adjective which shows the number of a thing is called adjective of number.

These are of two kinds:

i) Definite ii) Indefinite

i) Definite: When they express exact number.

1. Her uncle purchased **five** cows from Dabwali today.
2. There is a correction required in the **third** line of second paragraph.
3. He gained **double** profit by selling his cow.

ii) Indefinite: When they do not express exact number e.g.

1. The physical education teacher called **all** the boys in the ground.
2. There are **few** dogs left in our street.
3. There were **several** passengers in the bus.

D. Fill in the blanks with suitable adjective of quantity from the clues given:

last many two several five

1. There areformulae to solve this sum.
2. Theboy in the queue is the monitor of the class also.
3. She has explained it times.
4. had made this mischief and both were punished.
5. questions were raised on this issue.

5. Demonstrative Adjective : The adjectives which indicate the noun used after them are called demonstrative adjectives. e.g.

1. **This** radio is not working well.
2. **That** building is haunted.
3. **These** chairs are broken
4. **Those** oxen should be sold.



Demonstrative Adjective	Demonstrative Pronouns
These apples are ripe.	These are ripe apples.
That shirt is blue.	That is a blue shirt.
These cows are white.	These are white cows.
Those curtains are green.	Those are green curtains.

E. Fill in the blanks with suitable adjective:

- are not our horses. (That/Those)
- is not the right solution. (This/These)
- boys are good singer. (This/Those)
- I do not respect evil people. (such/some)
- I don't believe in rumours. (this/such)



6. Distributive Adjective : The adjective which shows each person or thing of a group is called distributive adjective. e.g.

- The teacher advised **each** student of the class.
- The audience listened to **every** word of the speaker.
- You can purchase **either** shirt.
- He believed **neither** statement made by me.

Remember: If **each, every, either, neither** are followed by nouns they are distributive adjectives, if there are other words after them they are distributive pronouns.

Demonstrative Adjective	Demonstrative Pronouns
Each student failed in the test.	Each of the students failed in the test.
Either person can do it.	Either of the persons can do it.
Neither statement is believable.	Neither of the two statements is believable.

F. Fill in the blanks with suitable distributive adjectives:

- your argument are used.
- person will die one day.
- of the answers is right.
- student of her class was happy.
- story carries a lesson.

7. Interrogative Adjective : The adjective which does the work of asking questions is called interrogative adjective.

- What** time was it then?
- Which** car is his?
- Whose** shoes are these?

Remember: If there is a noun after which, what, whose they are **interrogative adjectives**. If there are **other words after them**, they are **interrogative pronouns**.

Interrogative Adjective	Interrogative Pronouns
Which book are you reading?	What was time then?
Which house is hers?	Which is her house?
Whose shirt is that?	Whose is that shirt?

G. Fill in the blanks with suitable interrogative adjectives:

-child is that and why is she weeping.
-city do you live in?
-things did he say?
- point have you noticed in his speech?
- one will you choose?



8. Possessive Adjective : The adjectives which show the relation with some thing or person are called possessive adjectives. e.g.

- She is **my** mother.
- Mr Rakesh is **our** teacher.
- She has lost **her** purse.
- That is **your** house.



H. Fill in the blanks with suitable possessive adjective:

- I will never leave.....parents alone.
- This is problem not mine.
- We left friends waiting.
- books were stolen.

Formation of Adjectives

Many adjectives can be formed by adding suffixes to nouns, verbs and other adjectives. In some cases, when a suffix is added to a word, the spellings have to be changed slightly.

Suffix	Noun	Adjective	Noun	Adjective	Noun	Adjective
able	laugh	laughable	love	lovable	memory	memorable
able	profit	profitable	remark	remarkable	value	valuable
al	face	facial	herb	herbal	habit	habitual
al	industry	industrial	machine	mechanical	nation	national
al	navy	naval	nature	natural	table	tabular

Suffix	Noun	Adjective	noun	Adjective	Noun	Adjective
ar	angle	angular	circle	circular	rectangle	rectangular
ful	mercy	merciful	peace	peaceful	respect	respectful
ful	shame	shameful	spite	spiteful	thought	thoughtful
ful	use	useful	youth	youthful		
ic	period	periodic	poet	poetic	science	scientific
ic	sympathy	sympathetic	class	classic		
ish	slave	slavish	Spain	Spanish	woman	womanish
less	mercy	merciless	name	nameless	sense	senseless
less	shame	shameless	taste	tasteless	thought	thoughtless
like	child	childlike	life	lifelike	lady	ladylike
ly	month	monthly	man	manly	scholar	scholarly
ly	true	truly	week	weekly	world	worldly
ly	year	yearly	anger	angrily	accuse	accusingly
ous	glamour	glamorous	glory	glorious	miracle	miraculous
ous	mystery	mysterious	nerve	nervous	pomp	pompous
ous	sense	sensuous	virtue	virtuous	pity	piteous
y	milk	milky	need	needy	silk	silky
y	star	starry	stone	stony	storm	stormy
y	sun	sunny	taste	tasty	thirst	thirsty
y	wind	windy	worth	worthy	snow	snowy
	Verb	Adjective	Verb	Adjective	Verb	Adjective
	talk	talkative	move	movable	eat	edible
	love	lovable	harm	harmful	care	careful
	Adjective	Adjective	Adjective	Adjective	Adjective	Adjective
	yellow	yellowish	fool	foolish	red	reddish
	dead	deadly	tight	tightly	coward	cowardly

Make adjectives adding suffixes to the following words:

Noun	Adjective	Noun	Adjective
advice		bail	
comfort		crime	
accident		beauty	



Noun	Adjective	Noun	Adjective
brute		hero	
care		care	
gold		book	
acid		friend	
boy		king	
harm		haste	
day		angel	
danger		hunger	
hill		limit	



The Adjective: Comparison

Degrees of comparison are the words which are used for comparison.

Remember : Degrees of comparison are used only in **adjective of quality** or **adjective of quantity**.

These are of three kinds:

1. Positive
2. Comparative
3. Superlative

By adding '**er**' and '**est**' to positive degree we can make **comparative** and **superlative** degrees respectively.

Positive	अर्थ	Comparative	Superlative
bright	चमकीला	brighter	brightest
cheap	सस्ता	cheaper	cheapest
dear	महंगा	dearer	dearest
dear	प्यारा	dearer	dearest
hard	कठोर	harder	hardest
long	लम्बा	longer	longest
near	नजदीक	nearer	nearest
strong	मजबूत	stronger	strongest
small	छोटा	smaller	smallest
wild	जंगली	wilder	wildest

If the last letter in positive degree is 'e' we insert 'r' and 'st' only

brave	बहादुर	braver	bravest
noble	नेक	nobler	noblest
wise	बुद्धिमान	wiser	wisest

If there is 'y' in the last and a consonant before it, 'y' is changed into 'i' before inserting 'er' and 'est'

healthy	स्वस्थ	healthier	healthiest
merry	आनन्दित	merrier	merriest
wealthy	धनी	wealthier	wealthiest

If there is a vowel before the last consonant of the positive degree, the last consonant is doubled before inserting 'er' and 'est'

fat	मोटा	fatter	fattest
fit	योग्य	fitter	fittest
hot	गर्म	hotter	hottest
thin	पतला	thinner	thinnest

In few adjectives we use 'more' and 'most' before comparative and superlative degrees.

diligent	परिश्रमी	more diligent	most diligent
foolish	मूर्ख	more foolish	most foolish
interesting	रोचक	more interesting	most interesting
powerful	शक्तिशाली	more powerful	most powerful
useful	लाभदायक	more useful	most useful

Some adjectives are changed in an irregular way

far	दूर	farther	farthest
good	अच्छा	better	best
late	विलम्बित	latter	latest
much	अधिक	more	most

Note:

1. **Interior, exterior, major, minor, perfect, excellent** are used in **positive degree only** as : He is a **perfect** man.
2. **We use 'to' after superior, inferior, junior, senior, prior, preferable** as: Her father is **junior** to me.
3. **We always use 'the' after superlative degree.** as: Ramesh is **the most intelligent** teacher of our school.

Common errors in the use of adjectives:

Incorrect	Correct
1 Sheela is my older sister.	Sheela is my elder sister.
2 I want little sugar for tea.	I want a little sugar tea.
3 Only few boys were present.	Only a few boys were present.
4 Many a soldiers were killed .	Many a soldier was killed.

Wrong use of than:

This pen is superior than that.	This pen is superior to that.
Death is preferable than dishonour.	Death is preferable to dishonour.

Words not placed in proper order:

These all mangoes are ripe.	All these mangoes are ripe.
Her both brothers are graduate.	Both her brothers are graduate.
The two first chapter of this book are interesting.	The first two chapters of this book are interesting.

Wrong use of words :

He is our mutual friend.	He is our common friend.
He is a most perfect gentleman.	He is a perfect gentleman.
Our house is further from the bus-stop than yours.	Our house is farther from the bus-stop than yours.
I have two ten rupees notes.	I have two ten-rupee-notes.
He is in class tenth.	He is in tenth class.

Complete the following table with the comparative and superlative degrees:

Positive	Comparative	Superlative
burdon		
some		
high		
sad		
exciting		
happy		
anxious		
curious		

I. Fill in the blanks with suitable degree:

- The sight of the snow covered mountain was(wonderful)
- The cover of Rahul's book is than that of yours.(bright)
- The pond is not as as it appears.(shallow)
- This wall is tooto climb.(high)
- Mr Balwant is theperson in the entire block.(busy)

J. Fill in the blanks with suitable degree of adjective by choosing from the options given in brackets.

- The pen isthan sword.(might/mightier/mightest)
- Shivank is as as his father.(happy)
- Ms Lakhwinder is the teacher in our school. (old/older/oldest)
- A wise enemy isthan a foolish friend.(wise/wiser/wisest)
- Mehakpreet is verygirl. (intelligent/ more intelligent/most intelligent)

K. Correct the following sentences inserting correct degree of adjective.

- Radhika is the younger girl in the class.
- Kolkatta is bigger city in India.
- Ramesh can run fastest than Amit.
- Iron is the heavier metal.
- Milk is good than tea.

THE ADVERB

An adverb is a word which modifies the meaning of a verb, an adjective, or another adverb. Or An adverb is a word that modifies every part of speech except a noun, pronoun and interjection.

Kinds of Adverbs :

1. Adverb of Manner
 2. Adverb of Place
 3. Adverb of Time
 4. Adverb of Frequency
 5. Adverb of Degree
 6. Interrogative Adverb
1. **Adverb of Manner** : An adverb which shows how and in what manner an action is performed is called **adverb of manner**. It answers the question 'How?'.

Mr. Rahul spent his money **foolishly**. (how - **foolishly**)

Some common adverbs of manner are :

badly	beautifully	boldly	briefly	brightly
correctly	dangerously	eagerly	easily	excitedly
firmly	fluently	foolishly	frankly	frequently
happily	hard	hastily	heavily	honestly
mockingly	nearly	neatly	nervously	nicely
politely	poorly	properly	quickly	quietly
soundly	stupidly	suspiciously	tightly	timidly

2. **Adverb of Place** : The adverb which is used to explain the place where the action takes place is called an **adverb of place**. These verbs answer the question 'where?' i.e. the place of work.

She went upstairs to see the moon. (**where** - **upstairs**)

Some common adverbs of place are :

above	anywhere	away	backward	below
here	Indoor	inside	near	nearly
somewhere	There	up	upstairs	within

3. **Adverb of Time** : The **adverb which is used to express the time in which the action happens** is called an **adverb of time**. These adverbs answer the question 'when?' i.e. the time of work.

The swearing ceremony of the minister will place today. (**when - yesterday**)

Some common adverbs of time are :

after	afterwards	already	before	early
now	presently	recently	shortly	soon

4. **Adverb of Frequency** : The **adverb which is used to express the interval at which the action takes place or the adverb which shows how frequently or how often an action is performed** is called an **adverb of frequency**. It answers 'how often'.

Shivank **seldom** misses his school. (**how frequently – seldom**)

Some common adverbs of degree are

always	annually	constantly	continuously	daily
never	normally	occasionally	often	once
sometimes	twice	usually	weekly	yearly

5. **Adverb of Degree** : The **adverb which answers the question 'how much, or 'in what degree' or 'to what extent'** is called an **adverb of degree**.

Rakesh was **fully** prepared to face the consequences. (**How much or in what extent – fully**)

Some common adverbs of degree are:

almost	as	badly	barely	completely
greatly	hardly	just	more	most
rather	slightly	so	too	very

6. **Interrogative Adverb** : The **adverb which is used to ask the questions related to an action** is called an **interrogative adverb**. (**when, where, why, how etc.**)

When will the marriage take place? (**asking question - when**)

Some common interrogative adverbs are :

when	where	why	how	what
------	-------	-----	-----	------

Formation of Adverbs:

From the above tables it is clear that most of the adverbs are formed by adding 'ly' to the adjectives.

Difference between adverbs and adjectives

As a general rule, adverbs do not qualify nouns or pronouns. This is the work which adjective does.

1. Parminder Singh is a **slow** runner. (**slow**- adjective)
2. Parminder Singh ran the race **slowly**. (**slowly**- adverb)

But some adverbs have exactly the same form as adjectives.

Adjective	Adverb
It was a hard work.	He worked hard in his office.
He entered from the back door.	Run back .
Mohini sang in a loud voice.	Don't shout loud .
There are no towers on high building.	The bird flew high in the sky.

Some other words used both as adjective and adverbs are: **clean, very, quick, near, only, late, ill, fast, early** etc.

A. Pick out the adverbs in the following sentences and tell their kind.

1. The plane landed safely at the airport. (.....)
2. He is a pure vegetarian but he ate chicken-curry once. (.....)
3. The lost camera was found nowhere. (.....)
4. It usually rains in the evening here. (.....)
5. When is the next clearance due? (.....)
6. Many people prefer to stay indoors in summer days. (.....)
7. He will deposit the report tomorrow. (.....)
8. Sheela goes to cinema fortnightly. (.....)
9. We rarely went outside together. (.....)
10. Rohit drives rashly in the streets. (.....)
11. He replied stupidly in the interview. (.....)
12. The snow falls slowly. (.....)



B. Complete the following sentences with suitable adverbs:

1. Ramesh is a good judge of character. (pretty/preetily)
2. The plane did not fly(high/highly)
3. Many terrorists were killed(lately/late)
4. Two boys snatched her chair. (near/nearly)
5. The professor will deliver the lecture (short/shortly)
6. A lemon tastes(bitter/ bitterly)

7. It is of you to visit my house. (sweet/sweetly)
8. Modi is leading a life the cause of the country. (whole/wholly)
9. The window was open (wide/widely)
10. I slept for nine hours. (roughly/rough)

POSITION OF ADVERBS :

1. Adverbs of **manner**, **place** and **time** are placed **after the verb** if the verb is **intransitive** and **after the object** if the verb is **transitive**.

- a) Vivek **danced** nicely. (manner)
- b) The old lady **remains** inside her hut. (place)
- c) The train **arrived** soon. (time)

In the above sentence **danced**, **remains** and **arrived** are **intransitive**, so the adverbs are placed **after the verb**.

- a) Ravneet **sang** a song **nicely**. (manner)
- b) Sunil **painted** the picture **here**. (place)
- c) They will **catch** the bus **soon**. (time)

In the above sentence **sang**, **painted** and **catch** are **transitive**, so the adverbs are placed after the **objects**. (song, chair and thief)

2. Adverb of **time** may also be placed in the beginning to lay emphasis:

- i) There will be PTM in the school **tomorrow**. **Tomorrow**, there will be PTM in the school.

3. Adverbs of **frequency**, **degree** and sometimes adverb of **manner** are placed:

a) **after the verb if the verb is (is/am/are/was/were)**

- i) My mother is **quite happy** with my performance in the function.
- ii) Neena **is always** late for the school.

b) **between the subject and the verb** if the verb consists of **only one word**:

- i) Rohit **rarely comes** to my office.
- ii) My father **also attended** the function.

c) **after the first word** if the verb consists of **more than one word**:

- i) The storm **had nearly blown** off the chimney.
- ii) We **should always respect** our parents.

d) **before the verbs have to and used to :**

- i) They **soon have to** vacate the building.
- ii) They **never used to** visit a temple.



4. When an adverb modifies an adjective or to another adverb, it is placed before the adjective or the adverb:

- i) Manpreet is **rather lazy** in her home work.
- ii) Sahil drove the car **quite rashly**.

5. The adverb **enough** is always placed after the word it modifies.

- i) Hardik is **intelligent enough** to answer such questions.
- ii) Is the hall **big enough** to accommodate five hundred students?



6. As a general rule, the word **only** should be placed immediately before the word it modifies. The meaning of '**only**' changes on changing its position.

- i) **Only** Sukhdev ordered me to carry out his orders. (**only Sukhdev and none else**)
- ii) Sukhdev **only** ordered me to carry out his orders. (**only ordered and did nothing else**)
- iii) Sukhdev order me **only** to carry out his orders. (**only to carry out his orders and do nothing else**)
- iv) Sukhdev ordered **only** me to carry out his orders. (**ordered only me and ordered none else**)

The word **only** is used in different contexts too.

- i) Mohit is the only child of his parents. (**means Mohit has no brothers or sisters**)
- ii) That was the only place where we felt comfortable. (**means the sole place**)

7. If there are two or more adverbs after a verb and its object, the usual order is to place adverb of manner first followed by the adverb of place and adverb of time.

- i) The doctor examined my father-in-law **carefully** in **PGI** yesterday.
- ii) Rohan reached **safely at the airport lately**.
(**carefully, safely = adverbs of manner, in PGI, at the airport = place, yesterday, lately = adverbs of time**)

C. Place adverbs written in brackets in their proper position: (for oral practice in class)

1. Someone is hiding. (inside)
2. The bus was overcrowded so she did not get a seat. (nearly, anywhere)
3. Books have been the richest treasure for us. (always)
4. Prempal ran fast to catch the bus. (enough)
5. Science has made human beings the master of space. (already)
6. Speak the truth. (always)
7. The hard labour made her old. (prematurely)
8. Sheenam slept. (on her bed at night, soundly)
9. I am working in a school. (now)
10. The wheel of fate turned in her favour. (twice)



Use of '**fairly**' and '**rather**' :

The word **fairly** and **rather** mean **moderately**.

Fairly is used in a **positive sense** with **favourable** adjectives and adverbs (wise, beautiful, intelligent, clever). **Rather** is used in negative sense with unfavourable ones (foolish, ugly, dull, lazy).

1. Our family enjoyed **fairly good** dinner.
2. Shruti is **fairly fast** in her writing.
3. Gagandeep Singh is **rather lazy** in taking quick decisions.
4. Mr Rakesh Sharma maintains **rather foolish** habits.
5. These two sisters are incomparable. One is **fairly** intelligent and other is **rather foolish**.

The word rather is also used

- a) **to indicate a preference:** I would rather die than beg.
- b) **to indicate accuracy:** He is my best friend or rather he was my friend. (accuracy about past friendship which does not exist in present)
- c) **to indicate extent:** She is rather nice to me.
- d) **to use the phrase on the contrary:** Locks are not for opening doors, rather they are for keeping them firmly shut.
- e) **in place of the word instead:** I don't walk playing- let's go for a walk rather.

Use of 'very' and 'much' :

The word '**very**' is used with **adjectives** or '**adverbs**' in the '**positive degree**' and '**much**' with the **comparative degree**.

Sohan is a **very handsome student**.

Sania jumped the wall **very carelessly**.

My sister is **much better** than before.

But sometimes 'very' is used with **superlatives**. This is the **very best** way to solve the problem.

'Very' is used mostly with **present participle** and '**much**' with past participle.

1. Rahul is **very** clever.
2. Were there **much** disturbances?
3. She was **much** criticized by his neighbours.

But '**very**' may be used to modify a **past participle**.

Sangita is **very tired**.

Nowadays it has become a common practice to use 'very' with these past participles: worried, tired, surprises, shocked, satisfied, pleased, pained, grieved, disappointed, delighted, bored, annoyed.

We do not use '**very**' with words like **obliged, alike** and **afraid**. We use '**much**' with these words. We are much obliged to you for your timely help.

D. Fill in the blanks with 'fairly' or 'rather':

1. Her intelligence is good but she gets bad marks in exams.
2. Rahul wascruel to me.

3. I am not fond of coffee, let me take a cup of tea
4. Monika maintains the beauty of her face well but her hands looksugly.
5. Ravneet's voice israsping but she singswell.

E. Fill in the blanks with 'very /much/enough':

1. The weather ishotter today than it was yesterday.
2. The match isinteresting.
3. They ate food in the restaurant.
4. The old woman was strongto walk without a stick.
5. Sonia is apretty girl.
6. I havework to do.



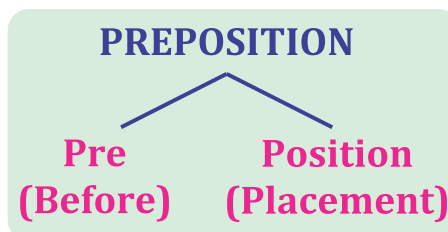
THE PREPOSITION

Preposition is a word which shows the relation between a noun or a pronoun and some other words in a sentence. The other word in a sentence can be **a noun, a pronoun, a verb or an adjective.**

There is a simple rule about prepositions. A preposition is followed by a noun. It is never followed by a verb. It serves to connect its object with the rest of the sentence.

In '**noun**' we include:

- Common Noun** (cat, money, love)
- Proper Noun** (names-India, Delhi)
- Pronoun** (him, you, her, us)
- Noun Group** (my first job)
- Gerund** (swimming, playing)



A is never followed by verb. If we want to follow a by a verb we must use the '**ing**' form which is really a **gerund** or **verb in noun form**.

See the following sentences :

- The food is **on** the table.
- She lives **in** America.
- Sheenu is looking **for** you.
- The letter is **under** your black book.
- I ate **before** coming.

In above sentences **bold** words are prepositions.



The Object of a Preposition

The noun or a pronoun which is used with a preposition is called its object.

The cow is grazing **in the field**. ('**the field**' is the **object of the preposition 'in'**)

A preposition may have two or more than two objects :

- Things lay scattered on the **table, bed, chair** and **floor**. (**table, bed, chair** and **floor** are the **objects of preposition on**)

Position of a Preposition

A preposition is usually placed **before** its **object**. However in certain cases it is possible to move the position of a preposition to the end of a sentence.

When the 'object' is the relative pronoun that, the preposition is placed at the end.

1. This is the dish **that** I am fond **of**.
2. I know the street **that** he lives **in**.

When 'object' of the preposition is an interrogative pronoun: what, who, whom, which, where etc., the preposition takes end position:

1. What are you staring **at**?
2. Which of these chairs will you sit **on**?

When 'object' of the preposition is infinitive (to+verb), the preposition is placed after infinitive:

1. I need a pen to write **with**.
2. It is a beautiful house to live **in**.

In some sentences relative pronoun is hidden :

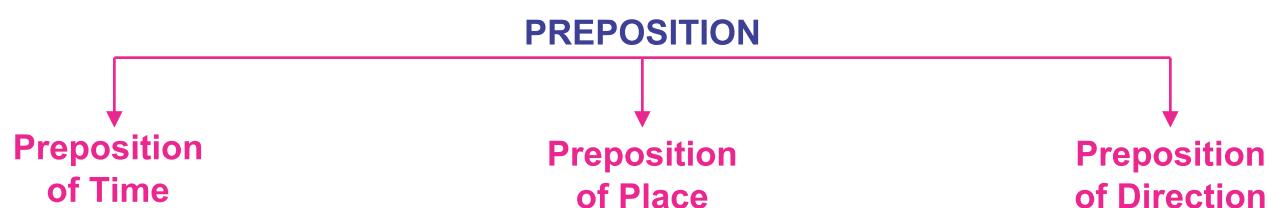
1. This is the novel (which)I asked **for**.
2. This the man (that) I told you **of**.

In some miscellaneous sentences, where preposition is attached with the verb:

1. He likes being looked **at**.
2. He is known all the world **over**.

In some cases the preposition comes in the beginning. These are usually interrogative sentences:

1. **In** which class do you study?
2. **To** whom are you talking?



1. **Preposition of Time:** It denotes the relation of a noun or pronoun with other words in a sentence in terms of '**time**'. It is placed immediately after the adverb of time. e.g. by evening, on 21st January, in March, at 6 o'clock etc.
The underlined words are prepositions of time placed before the adverbs of time shown by **bold** letter.
2. **Preposition of Place:** It denotes the relation of a noun or a pronoun with some other words in a sentence in terms of place or position. e.g. **in, at, on, above, under, beside, between, among, behind, in front of, below, beneath** etc.



1. bananas in the box



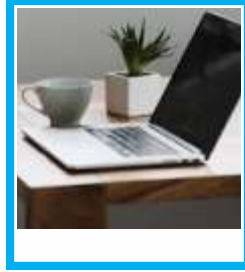
2. jars at the centre of table



3. books on the table



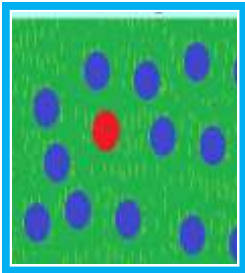
4. boy under the table



5. cup beside the laptop



6. lamp between tables



7. red ball among blue balls



8. ball behind the box



9. tree in front of the school



10. girl beneath the tree



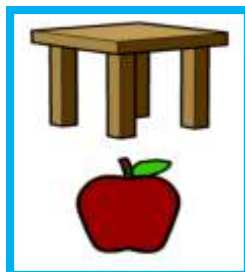
11. lady inside the kitchen



12. clouds beyond reach



13. fan above head



14. apple in front of the table



15. ball above the box

3. **Preposition of Direction:** It indicates the relation of a noun or a pronoun with some other words in a sentence in terms of its movement or direction. It is placed immediately before the adverb of place. e.g. **into, towards, along, from, through, up, down** etc.



1. fell off the bicycle



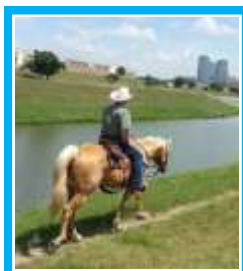
2. jumped into the river



3. walking towards school



4. came out of the cage



5. riding horse along the river



6. came out of the pond



7. walking through the forest



8. climbing up a tree



9. coming down a tree



10. diving into the river



11. taking clothes from the almirah

Remember these

at school	in Australia	on the second floor	on CD-ROM
at college	in Mumbai	on the platform	on the internet

at/in Church	in Church Street	on the farm	on the corner of the street
at work/ home	in a book/ newspaper	on the beach	at the corner of the street
at your house/ Mohan's house	in the lesson	on the coast	in the corner of the room
at 16 Subhashji Street	in the sky	on a shelf	drive on the left/right
at the seaside	in the middle	on the radio	on the back of an envelop
at the top/ bottom of a hill	sit in an armchair	on television	sit on a chair (without arms)
at or on the corner of the street	in the corner of room	on TV	
at the beginning of	in the front/ in the back of a car	on video	
at the end of	at the front/ at the back of a building or hall	on CD/DVD	
at the back of			

A. Fill in the blanks with suitable prepositions where necessary. Choose from: at, in, on, since, for. Put a cross (X) where nothing is required.

1. Meet your uncle 5pm. 18th.
2. Did you have a good time Diwali?
3. They hope to have a pleasant time the weekend.
4. We were in Kolkattalast Diwali.
5. I shall be seeing her the afternoon.
6. I have not driven a carages.
7. Let us see the Sharmas the evening of 7th.



8. My uncle arrived Sunday morning.
9. Shall we go to Chandigarhnext week?
10. He has been ill five days.
11. I have known to him a long time.
12. Lets enjoythe beach this evening.
13. He had been working here 2010.
14. We have been waiting her 10 minutes.
15. I have asked him a cup of tea.



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

1. Were youMr Gupta's party?
2. All these books are availableCD-ROM.
3. She lives small village.
4. We can read some newspapers he Internet.
5. She had a cup of tea Shalini's house.
6. There is a canteen the corner of the street.
7. There was a woman sitting the waiting room.
8. We work the farm.
9. Open the book page 12.
10. The dog is the back of the car.
11. I bought these shirts the supermarket.
12. Turn right the next corner.
13. Does Mohan live the fifth floor?
14. They waited the railway station for two hours.
15. Write your name the top of the page.



Words followed by prepositions

Some nouns, verbs and adjectives are followed by particular prepositions. It is sometimes very difficult to know which preposition to use after a particular word. We should note such combinations as we come across them in the course of our study. It is not easy to discuss all such words in this chapter. Below are some of the most common combinations which often cause difficulty to us.

at school	in Australia	on the second floor
at college	in Mumbai	on the platform
at/in Church	in Church Street	on the farm
at work/ home	in a book/ newspaper	on the beach
at your house/ Mohan's house	in the lesson	on the coast

at 16 Subhashji Street	in the sky	on a shelf
at the seaside	in the middle	on the radio
at the top/ bottom of a hill	sit in an armchair	on television
at or on the corner of the street	in the corner of room	on TV
at the beginning of	in the front/ in the back of a car	on video
at the end of	at the front/ at the back of a building or hall	on CD/DVD
at the back of	pleased at something	delighted about something
amazed at something	surprised y something	amazed by something
anxious about one's health	anxious for news	popular with young people
senior to somebody	junior to somebody	inferior to somebody
absent from institution	married to a Korean	good at crosswords
clever at crosswords	brilliant at crosswords	a reason for the delay
need for something	an invitation to a party	a solution to the problem
trouble with something	agree with a person	agree with opinion
agree on a matter for discussion	agree to suggestion	agree with a suggestion
start for a place	suffer from illness	shout at a person(in anger)
congratulate on	translate into something	congratulate on
apologise for a fault	apologise to a person	Appoint to a post
argue with a person	arrive at a place	arrive in a country

ask of or from somebody for something	attend to duty	aware of a fact
belong to a person,place etc.	beware of something	blind of an eye
born of parents	care for or about something	caution against a danger
compete with a person,body etc.	complain to a person	complain of something
confident of some result,or doing a work	condemn to death, hard labour etc.	condemn for some act.
conscious of defects or limitations.	count on something.	cured of disease.
copy of something.	deal in a commodity.	deal with a subject or a person.
depend on or upon something.	divide into shares	dwell in a house
die for a cause	die of some disease	differ with a person
differ from a thing	distinguish between two things	distinguish one thing from another
enquire of a person	enquire into a matter	exception to a rule
feed on something	familiar to a person	familiar with a subject
free from worries	good at English	grateful to person
hopeful of some result	hope for good or success	ignorant of a rule
on CD-ROM	on the internet	on the corner of the street
at the corner of the street	in the corner of the room	drive on the left/right
on the back of an envelop	sit on a chair (without arms)	angry about
angry at something	happy with something	pleased with somebody
shocked at something	shocked by something	similar to something

superior to somebody	bad at crosswords	a cause of delay
difficulty with something	agree about a subject of discussion	prefer coffee to milk
shout at a person	Apply for a post	ask for a thing
beg for a thing	blind to something	charge with a responsibility
complain against someone	compensate a person for some loss.	copy from a book.
deprive of advantage, right etc.	dwell on a topic	differ on a point
eligible for appointment, election etc.	faithful to a person	free of cost
guilty of an offence	impress a person with something	

C. Fill in the blanks with suitable prepositions:

1. They came Mr Sharma's car.
2. Mr Ramesh was angryme coming late.
3. They congratulated memy success.
4. We don't know the cause the accident.
5. I am having trouble my phone.
6. Are you suffering headache?
7. I did not come bus. I came foot.
8. They were surprised what he said.
9. Shivank is good English.
10. They were shockedthe news.
11. There is a needmore engineers.
12. He is arriving 12:30 train.
13. I prefer bananasoranges.
14. He was absentwork yesterday.
15. She is married an American.



PUNCTUATION

The right use of putting in marks or stops in writing is called punctuation.

Punctuation marks help us to read and understand a written sentence or a passage clearly. These marks are used to put **pauses** or **stops** at the **right places** in a sentence and to **separate** one sentence from another. Punctuation marks, if used in a wrong way, make the sentence meaningless, absurd or sometimes ridiculous. e.g.

1. **Shivank** said, “**Sonia**, you are a naughty **boy**.”
2. **Meenakshi** said, “**Mohit** is a pretty **girl**.”

The above two sentence convey wrong meanings. Sonia appears to be a boy and Mohit appears to be a girl. If we put the punctuation marks at suitable places, these sentences would read:

1. “**Shivank**” said **Sonia**, “you are a naughty **boy**.”
2. “**Meenakshi**” said **Mohit**, “is a pretty **girl**.”

Some important marks of punctuation are:

- | | |
|-------------------------|----------------------------|
| 1. Full stop (.) | 2. Comma (,) |
| 3. Semicolon (;) | 4. Colon (:) |
| 5. Question marks (?) | 6. Inverted commas (“ ”) |
| 7. Exclamatory mark (!) | 8. Apostrophe (') |
| 9. Dash (—) | 10. Hyphen (-) |
| 11. Parentheses () | 12. Ellipse (...) |

1. **Full stop (.)**: It is the largest pause separating one sentence from another. It is used

to end an assertive or imperative sentence.

- a) He can easily move in darkness.
- b) Bring me a glass of water.

after abbreviations and initials

M.Com., Ph.D, S.K.Sharma

to indicate a decimal fraction:

39.7, 98.4

Nowadays we do not use full stop with Mr, Ms, Dr etc.



2. **Comma (,): It indicates the shortest pause.**

It is used

to separate the words 'yes' or 'no' from the rest of the sentence:

Yes, we are preparing for the Annual Function these days.

to separate words in series:

Many men, women, and children attended the function.

to separate the month and the year and the date and the year:

April, 2019 and 20 March, 2010

to address someone:

Mr Rakesh, why are you not preparing the seating plan?

to separate direct speech from the rest of the sentence:

She said to me, "My father is in America."

"They will visit us tomorrow", said Meena to her.

to mark extra detail about somebody:

Subhash Chander bose, the freedom fighter, is called 'Netaji'.

to separate question tags:

He would help me, won't she? He is liar, isn't he?

to avoid repetition of a verb:

Vivek is a dancer, his sister, a musician.

to mark off a subordinate adverb clause from a sentence:

Since Shalu was ill, she could not come to school.

How he will solve the question, I cannot tell you now.

when a brief pause is needed:

Wait a minute, I shall go with you.

to indicate affirmative and negative expressions:

Yes, I shall go to Ambala tomorrow. No, I don't know about it.

to separate expression like oh, well:

Oh, he is punished for his fault. Well, you may take my bike.

to separate absolute construction:

The cold weather being over, the migratory birds flew away.

to separate clauses in series:

Please tell me who these boys are, how they got into the train, where will they go.

to separate phrases in series:

Groaning with pain, sitting in a corner, looking at the passers by, the beggar was waiting for alms.

to separate each pair of words of the same class and kind:

The budget could not satisfy rich and poor, young and old, high and low.



3. **Semicolon(;) :** It indicates a longer pause than the comma. It is generally followed by conjunctions like 'and', 'but', 'or'.

It is used

to separate parts of a sentence which have been separated by a comma:

The interesting, audible speech came to an end; and there was peace all around.

His song was interesting, impressive; and we all appreciated him.

to separate pair of words:

My teacher explained that desert, dessert; buy, by; cast, caste and peace, piece are homophones.

to separate a series of loosely connected clauses:

Today we love what tomorrow we hate; today we seek what tomorrow we shun.

to separate items in a series when the items already contain commas:

The nominated members are R.K.Sharma, Examination Incharge; Vinod Singla, the Coordinator; and Ramanpreet Kainth, the Shishu Vatika Coordinator.

4. **Colon(:) :** Colon denotes a pause still greater than the semi colon.

It is used to introduce a list :

My favourite hobbies are : dancing, playing, writing and listening to music.

before enumeration:

The following teachers will join us: Ms Paramjeet Kaur, Ms Sumandeep Kaur, Mr Gagan Sharma, Ms Shailja Rani Jain.

to introduce a quotation or speech:

It is a famous proverb: Honesty is the best policy.

between hours and minutes in the time of day:

It is 7:50 by my watch.

to denote proportion or ratio:

24:3::8:1 or 4:6,2:3

in writing plays:

Dronacharya: Will you give me your right thumb?

Eklavya: Yes, with great pleasure.

to introduce examples:

The main oceans in the world are: The pacific Ocean, the Atlantic Ocean...



5. **Question mark or the mark of interrogation (?) :**

It is used after a direct question

How is your mother now? Is your tooth still troubling you?

to mark a question tag at the end of a statement:

1. He is telling lies, isn't he ?

2. Mr Bhaskar wants to study abroad, doesn't he ?

to mark assertive sentences where the statement of the speaker asks a question: This is your book? This is my book?

6. **Inverted Commas or the quotation mark (" "):**

These are used to indicate direct speech. These are used to enclose the exact words of a speaker or a quotation.

She said to me, "Will you show me your house?" Shakespeare says, "The quality of mercy is not strained."

Single inverted commas (') are used when a quotation is introduced within another quotation.

1. Rama said to her, "Have you read 'Godan' of Prem Chand?"

7. **Exclamatory Mark (!) : It is used**

after words, phrases and sentences expressing sudden emotions:

1. Alas! He is no more now.
2. Hurrah! We have won a lottery.

after an exclamatory sentence:

1. What a blunder!
2. May God give you courage!

8. **Apostrophe ('): It is used**

to show possession:

1. This is Neha's purse.
2. Here is Raman's umbrella.

to form plurals of figures and letters:

1. Your r's and s's look similar.
2. Gurpreet's 4's and 9's are similar.

to take the place of missing letters:

1. They won't go home tonight.
2. I don't know about him.

to indicate the possession of living things other than human beings:

A dog's curved tail, a cow's legs

To denote time, space, weight and value:

a day's labour

an hour's length

a kilo's weight

a rupee's worth

9. **The dash () : This mark of punctuation is used**

to indicate a break in thought: Then she ran – the fool.

to mark a summing up: Study and practice – this is the only solution.

in place of a colon: Ten were chosen – seven girls and three boys.



- 10. The hyphen (-):** This mark of punctuation is used to
make a compound noun: brother-in-law, mother-in-law
make a compound adjective: a multi-storied building, all-in-one

- 11. Parentheses (): Parentheses are used**
to enclose an explanation that is extra information:
Go to module 5 (pages 42-63) for more information on internet.
around the abbreviation or acronym that follows its full name:
The Department of Agriculture (DOA) is having an official meeting today.
around an added sentence that is included in another sentence:
Ramesh (Is he your friend?) invited me to party.
My brother (The one that is really thin.) came to visit me.

- 12. Ellipse (...): Ellipse is used**
to show that words have been left out:
... a beautiful girl she... with her father.
to show that the words have been left out to the end of the sentence (using four dots):
Sandeep went to America with
Surender is the man who....

Use of Capital Letters: It is used

- 1. to start the first letter of the first word of a sentence:**

Honesty is the best policy.
You are not allowed to enter the room.
Manpreet is going to the market.
He is not the real hero of the drama.

- 2. to start the first letter of the first word of each line of a poem:**

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;

- 3. with proper nouns:**

- i) **The names of rivers:**

The Ganges is a holy river.

- ii) **Names of roads, parks, museums, buildings:**

G.T.Road, Children Park, Sitar Museum, Jantar Mantar

- iii) **Names of persons and surnames:**

Mandeep, Subhash Chander, Sharma, Singla



- iv) **Days of the week and months of the year:**
Sunday, Thursday, March, August, December
- v) **Names of countries, cities and villages:**
America, Mumbai, Kalanwali
- vi) **Names of ships and trains:**
The Titanic, The Rajdhani Express
- vii) **Names of oceans, mountains, seas, rivers, lakes:**
the Pacific Ocean, the Mount Everest, the Red Sea, the Yamuna, the Dal Lake
- viii) **Names of business house, political parties, brand names:**
R K Jeweller, Bhartiya Janta Party, Whirlpool
- ix) **Names of languages and nationalities:**
English, French, American, Italian
- x) **Names of schools and colleges:**
Gita Niketan Awasiya Vidyalaya, G N College
- xi) **Names of special events and special days:**
Jalianwala Bagh, Martyrdom Day
- xii) **To write subjects and festivals:**
Hindi, History, Diwali, Holi
- xiii) **Names of religions and religious books:**
Sikhism, the Guru Granth Sahiv, the Gita, Hinduism
- xiv) **Name of books, newspapers, magazines:**
The Tempest, The Tribune, Competition Refresher



- 4. **to write the first letter of the first word of a direct speech:**
Munish said to me, " May I take your pen?"
- 5. **to write vitamins and interjections 'O':**
D, A, C, B, O God, O mighty ocean.
- 6. **to write proper noun I and words standing for God:**
 - 1. I am going to Mumbai today.
 - 2. We worship God to seek His blessings.
- 7. **to write the titles of stories, essays and paragraphs:**
We write the first letter of every word capital except articles, prepositions and conjunctions.
The Fox and the Grapes, The Uses of Internet, Honesty is the Best Policy.
- 8. **for important historical events:**
The Second World War caused destruction. We celebrated **Independence Day** in the school.
- 9. **for abbreviations:**
Mr Rakesh is an **M.L.A.** these days. His brother is an **F.O.**

A. Use proper punctuation marks to make the following sentences meaningful. Also write the capital letters where necessary.

1. do you want a cup of tea asked the man it would cost you rupees 7 only

2. i have not been able to answer my little brothers question

3. are usha and meena real sisters

4. the old man opened his eyes you have come he stated

5. may god bless her with wisdom

6. will you show me the way to the nearest hotel

7. Have you read shakespears play king lear

8. o what a lovely child

9. this house belongs to dr anil gupta

10. it should be everyones business said Mohan severely

B. Use capitalization and put appropriate punctuation mark or remove unnecessary ones wherever necessary in the given short passages:

1. on september 6 1960 a 25-year-old barefooted milkha singh broke the olympic record in the 400 m in rome it was a red-letter-day for Indian athletics he lost the bronze medal by a heart breaking 0.1 seconds behind malcolm spence of south africa is was such a close race that the first two broke the world record and the third that followed them broke the olympic record his timings of 45.6 seconds was also a national record that stood for 38 years

2. in 1938 people in mumbai paid their tribute to madam bhikaji Cama the first indian to hoist the national flag in a foreign country in 1907 she unfurled the flag at stuttgart in germany before a distinguished gathering

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

C. Punctuate the following:

1. mr anil arora is our family doctor
2. the teacher says to me honesty is the best policy
3. friday comes before Saturday
4. what a beautiful sight
5. sonia the most intelligent girl of our class is the class representative.
6. shivu ran jumped practiced harder to get the first position in race
7. manohar lal khatar addressed the rally at sirsa in haryana
8. the prince lost all his wealth weapons horses palace and kingdom
9. said ravi will you come to your father in law checked in pgi chandigarh
10. yes i will said i
11. five were chosen three girls and two boys
12. it is a right saying union is strength
13. all were discontent rich and poor high and low and young and old

[illegible]

VERBS: FINITE AND NON-FINITE

We have already discussed about the verb in a separate chapter. Now read the following sentences:

I work in a factory to earn money.	We work in a factory to earn money.
You work in a factory to earn money.	He works in a factory to earn money.
She works in a factory to earn money.	The man works in a factory to earn money.

In the above sentences we note that we have different subjects. (**I, we, you, he, she, the man**) We have used two different verbs with them. (work and works) In these sentences the subjects and verbs agree with each other. **I** with **work**, **he** with **works**, **you** with **work** and so on...

Now we can say that verbs are limited by the person and number of the subjects.

A verb which changes with the number and person is called a finite verb.

In the above sentences there is another verb and this verb is to **earn**. This verb has not an independent subject. It simply tells the action. It does not change its form. It remains the same irrespective of the singular or plural subjects.

A verb which does not change with the number and person is called a non-finite verb.

Although **modal auxiliary shall, will, can, may** etc. do not change with the number and person of the subject, yet they are finite verbs.

I can **do**. He **can** work. They **may** work. The man **may** work.

Difference between finite and non-finite verbs

Finite verbs can be the predicates of sentences by themselves. We cannot make a sentence without a finite verb. We cannot write

1. He in a factory to earn money. This sentence is incomplete without a finite verb. We have to insert finite verb in it to make its meaning complete.
1. He works in a factory to earn money. or
2. He goes in a factory to earn money.

Non-finite verbs cannot by themselves be the predicates of sentences. They cannot make complete sense by themselves. We cannot write:

He **to earn** money. or They **to earn** money. We can complete these sentence using finite verbs. e.g. He works to earn money. or They work to earn money.

Groups of non-finites

We classify non-finites in three groups:

1. The Infinitive
2. Gerund
3. The Participle

The **Infinitive**, the **gerund** and the **participle** are called the **non-finites** which have no subject, no tense and accept no modals.

Non-finites do not work as full verb. They are neither affected by the number of the subject or person nor show any tense.

1. The Infinitive

1. **To abuse** is a bad habit.
2. This is not the time **to sing**.
3. We eat **to live**.

In these sentences the **bold** words are called infinitives.

In the first sentence '**to abuse**' is used as a **subject**. It is a **noun**. In the second sentence '**to play**' shows the **quality** of time so it is an **adjective**. In the third sentence '**to**' modifies the verb '**eat**'. So it is an **adverb**.

Infinitive is of two kinds:

1. **Simple Infinitive**
2. **Gerundial Infinitive**

Simple Infinitive: The infinitive which is used as a noun is called simple infinitive or noun infinitive.

Use of Simple Infinitive:

As subject of a Verb:

1. To read is a good habit.
2. To play is a good exercise.

As object of verb:

1. I want to go home now.
2. They want to play.

As complement of a verb:

1. He appears to be sad.
2. He saw me go.
3. She made him run.

As object of a preposition:

1. I had no choice but to obey him.
2. He had no option but to die.



Case in apposition to a noun or a pronoun:

1. It is difficult to serve two masters.
2. It is unwise to depend on others.

Use of Gerundial Infinitive:

This infinitive is used as an adjective or an adverb:

Modifies a verb:

1. He wept to hear the news. (cause)
2. I went to his house to congratulate him. (purpose)

Qualifies a noun:

1. I have no time to play.
2. He had no time to sing a song in the meeting.

Qualifies an adjective:

1. This apple is good to eat.
2. That apple is not good for eating.

Qualifies a sentence:

1. To be frank, I hate idlers.



The infinitive without 'to'

After modal auxiliaries:

1. She shall do as you say.
2. She dares not disobey me.

After the verbs: see, hear, feel, behold, watch, observe, let, make, bid, please, help, need.

1. He saw me come.
2. He made me leave the room.
3. I need not go there.

After 'but' when but is used as except.

1. He would do nothing but sit idle.

After some expressions: had better, had sooner, had rather than, would rather

1. I would rather die than beg.

Some other use of infinitives:

'too' and 'enough':

1. He is too honest to accept bribe.
2. This news is too good to be true.

To remove the relative clause:

1. Is there anything there that we can see? (Is there anything there to see?)
2. There is no one who can help me. (There is no one to help me.)

The infinitive shows disappointment after 'only':

- 1 He opened the box only to find it empty.

To connect two sentences:

- 1 He is very old. He will not get this job. (He is too old to get this job.)

A. Rewrite the following sentences using dummy 'It' as shown in the example:

To go there is not safe. **It is not safe to go there.**

1. Cleaning the house with a vacuum cleaner is easy.
2. To speak the truth is praise worthy.
3. To cheat in games is not good.
4. Climbing a hill is very enjoyable.
5. Answering back to your parents is rude.
6. Washing dishes is tiresome.

B. Rewrite the following sentences beginning with the infinitive:

1. It is dangerous to stay there.
2. It is my ambition to be an engineer.
3. It is our moral duty to help the needy.
4. It is not possible to finish the work in a week.

C. Replace the given clauses in the following sentences by an infinitive:

1. He gave me a book which I could read.
2. Is this the time when you can play?
3. I am proud that I can announce the success of my efforts.
4. I should be grateful if I can have your advice.
5. The children were amazed when they saw the monkey ride a bicycle.

2.The Gerund:

Gerunds are non-finites verbs ending in 'ing' and doing the work of noun in a sentence. That is why they are also called '**verbal nouns**' e.g. walking, playing, writing etc.

Study the following sentences:

1. Swimming is a good exercise.
2. Children love running.
3. She is very good at drawing.

In these sentences '**swimming**', '**running**', and '**drawing**' are the gerunds.

In the first sentence '**swimming**' is as a **subject**. In the second sentence '**running**' is like an **object** and in the third '**drawing**' is an **object of preposition**. These words work **as noun**.

Gerund works as a noun and is made by placing 'ing' with the first form of verb. i.e. v1+ ing.

Use of Gerund:

As a subject:

1. Walking is a good exercise.
2. Reading is a good habit.

As an object:

1. Sheenam likes writing novels.
2. My shoes need polishing.

As the object of a preposition :

1. I am tired of walking.
2. He was accused of cheating his master.

As complement of a verb:

1. My chief pleasure is reading novels.
2. What I hate is drinking.

As case in apposition to the pronoun 'it'

1. It is no use weeping over the bread.

In certain conditions the gerund can be changed into the simple infinitive and vice versa:

1. Cooking well is an art.(Gerund)
2. To cook well is an art. (simple infinitive).

With possessive pronouns: (my, our, your, his, her, their) we use only infinitive only:

1. He does not like his son's coming home late at night.

After preposition only gerund is used:

1. She insisted on going on a picture.



D. Exercise (Solved)

1. I went (receive) her at the station.
2. I hope (get) good marks this year.
3. He avoids (meet) girls.
4. I like my children (wear) nice clothes.
5. He acknowledged (make) a mistake.
6. My father cannot afford (pay) my fee.

Ans. 1. to receive. 2. to get 3. meeting. 4. to wear. 5. making. 6. to pay.

E. Change infinitive into gerunds in the following sentences:

1. I do not fear to speak the truth.
2. I like to read the books.
3. To see is to believe.
4. To criticise our neighbour is bad.

3. The Participle : Participle is also called the verbal adjective because it is made up of a verb and works as an adjective in the sentence:

Participles are of the following three kinds:

The Present Participle :

Form : first form of verb + ing like singing, dancing, reading, laughing.

Uses of Present Participle:

As an adjective :

1. A rolling stone gathers no moss.

As a subject complement:

1. His behaviour is irritating.
2. The parrot came flying.

As an object complement :

1. I saw him going home.
2. We saw the woman dying.

To combine sentences:

1. The pickpocket took away my purse. He hid himself in the crowd. Taking out my purse, the pickpocket hid himself in the crowd.



As an absolute phrase :

1. It is being very cold, we could not attend the school.
2. The master being away, the servants had a good time.

In this use '**participle**' shows such a feature of the **noun** or the **pronoun** which has no relationship with other words of the sentences. It becomes a phrase with the noun or the pronoun which is called **absolute phrase** or **adjectival phrase**.

Two such sentences are joined with the **present participle** which show the quickness of the action.

The Past Participle

The participle which shows the **completion** of an action is called the **past participle**.

Form: First form of verb + d, t, en, ne.

1. We found all the people gone. (object complement).
2. The boy selected for this post is my friend.

The Perfect Participle

The participle which shows the beginning of an action after another action is called the **perfect participle**.

Form : Having + 3rd form of verb such as having finished or having been failed.

Use: Two such sentences are connected in which there is no quickness of action.

1. I learnt my lesson. I went to sleep.
Having learnt my lesson I went sleep. (active voice)
2. The boy passed. He became happy.
Having been passed, the boy became happy. (passive voice).

F. Combine the following by using 'infinitive': (to)

1. Anu was tired. She could not walk any further.
2. He is very fat. He cannot run.
3. The old man was very proud. He would not beg.
4. He is very old. He cannot walk.
5. This box cannot be lifted. It is too heavy for that.
6. The boys are going to Bombay. There they have to emplane for Iran.

G. Combine the following using participle:

1. He ran in fear. He had seen a snake in the grass.
2. It was hot. He did not go out.
3. We were tired. We sat under a tree.
4. He worked hard. He passed the exam.
5. He finished his home task. He went to the playground.
6. The sun had set. We stopped playing.



H. Combine the following using gerund:

1. He sells fruits. He earns twenty rupees daily.
2. He began to argue with me. I did not like.
3. I like to eat chocolates. It is my weakness.
4. I have to wait for the bus everyday.
5. I cannot stand it.



I. Use non-finites within a context :

- A.** One evening(walk) down the road I saw a funny old man.....(lean) against a lamp post.(look) at my pockets he asked if I had got my salary.....(surprised) at the questions I said that I had. " How about.....(treat) me to a cup of coffee?" He said. I wanted.....(move)away but he held on to my arm as if it was my duty.....(treat) him to coffee.....(realise) that it was no use(argue) with him, I let him.....(drag) me to the nearest coffee shop.
- B.**(close) time arrived and as-soon-as the doors were shut, Rohit began to give himself the pleasure of(cloth) and(feed) himself. In the morning when he saw the shop assistants.....(approach), he panicked and began quickly.....(take off) his newly found clothes.

- C.** The policeman tried to catch hold of a man who was..... (become) more-and-more invisible as he continued..... (throw) one garment after another. Finally a shirt.....(fly) into the air was seen and the constable found himself..... (struggle) with someone who was not (see) at all.
- D**(know) little about gorillas we want(know) a great deal more about them. Travelers have seen a male gorilla..... (help) a female climb up a steep rock. According to the observers they make love in the same way that humans do.....(make) a pile of their food they sit down.....(eat) it in a group.

The word 'to' is frequently used with the infinitive but it is neither essential nor a part of it.

The Infinitive without 'to' is used:

after the verbs bid, let, make, notice, hear, see, feel watch, have etc.

1. I saw him enter the house.
2. They heard her sing.

But when these verbs are used in passive voice, they take infinitive 'to' as:

1. She was seen to enter the room.
2. She was heard to sing.

after the modal auxiliaries :

shall, will, can, could, would, should, may, might, must etc.:

1. One should do one's duty.
2. He need not come today.

But '**ought**' is always followed by '**to**' infinitive as:

1. You ought to work hard.

after had better, had rather, would rather

1. I would rather die than beg.

after but, except, and than.

1. He did nothing but play whole day
2. He did no more than make a formal request.

J. Use the proper form of the infinitive given in brackets :

1. You had better(start) at once.
2. We don't want him.....(know) our address.
3. Would you like.....(have) dinner with us.
4. How dare you.....(open) my box.
5. I would rather(go) home.



Some important infinitive constructions:

'Too' and 'enough' with the infinitive

1. The coffee is too hot to drink.
2. He is smart enough to answer it.

Here 'too' shows 'excess' and 'enough' shows sufficiency'.



Too and enough can be used to combine two sentences:

Sheela is very weak. She cannot walk. (Sheela is too weak to walk.)
He is not very rich. He cannot buy a bike. (He is not rich enough to buy a bike.)

If one sentence is positive and the other is negative we use 'too'. If both the sentences are positive or negative we use 'enough'.

K. Combine the following sentences into simple one.

1. He is very rich. He can buy this hotel.
2. The ice is very thick. We can walk on it.
3. He was not rich. He did not marry her.
4. He is very ill. He needs a doctor.



Infinitive used to express purpose.

2. He turned off the switch. He did not want to waste electricity.
He turned off the switch so as not to waste electricity.

L. Combine the following pair of sentences into a simple one:

1. We go to cinema. We see a film there.
2. I took off my shoes. I did not want to disturb anyone.
3. I am saving money. I want to buy a car.
4. She has been appointed. She will teach Physics.



Infinitive used to replace a clause:

1. Ravi was the first boy who solved the sum. (Ravi was the first boy to solve the sum.)

Rewrite the following sentences using infinitive:

1. There are a lot of sheets that need mending.

2. Do you know what you have to do?
3. I would love it I could have a house here.
4. We did not expect that we would win the game.

M. Fill in the blanks with the words given in the box :

watching Seeing saving reading

1. My sister is fond of
2. He was rewarded for the child.
3. is believing.
4. I love cricket matches.



As both the gerund and the infinitive have the force of a noun and a verb, they have the same uses. In many sentences, therefore, either of them may be used without any specific difference in meaning, as

To give is better than to receive.(infinitive) Giving is better than receiving.(gerund)

The following verbs take infinitive as objects: use infinitive after these verbs

agree, ask, attempt, choose, claim, consent, decide, deserve, determine, expect, hope, learn, long, manage, offer, pretend, prepare, seen.

The following verbs take gerund as object: use gerund after these verbs

admit, avoid, consider, deny, dislike, enjoy, excuse, finish, forgive, keep, mind, miss, postpone, stop, suggest, can't stand.

The following verbs can take both infinitive as well as gerund as object:

advise, begin, can't bear, continue, fear, forget, hate, like, love, mean, neglect, propose, remember, regret, start, try, recommend.

N. Fill in the blanks with proper form of non-finites.

1. He warned her.....the electricity wire. (not touch)
2.between meals increases weight. (eat)
3. She does.....herself. (wash)
4.wild animals is prohibited. (hunt)
5. I don't want.....in this function. (take part)

O. Use the proper form of non-finites given in the brackets:

1. She is going (sing) a song.
2. The paddy crop will grow well in the (come) season.

3. It is bad for health (eat) fast food.
4. My brother likes (eat) Chinese food.
5. I am glad (hear) of your success.
6. I like (keep) my room clean.
7. Are you interested in (buy) a computer?
8. He avoids (meet) girls.
9. She came to my house (congratulate) me.
10. Her greatest passion is (sing).





THE MODALS

The auxiliaries verbs that express the mode of action denoted by the main verbs are called modals.

Modals are 'shall, will, should, would, can, could, may, might, must, need, ought to and used to'.

Modals are always used with the main verb only. Infinitive 'to', means 1st form of verb is used but 'to' is used with 'ought' and 'used'.

There is no effect to the number or gender of the person on them.

Use of shall

With 'I' and 'we' in Simple Future Tense:

1. We shall leave for Delhi this afternoon.
2. We shall serve you tea tomorrow.

With first person in questions to know the wish of others:

1. Shall I bring a cup of coffee for you?
2. Shall I visit you?

With second and third person in command, promise, threat or determination:

1. You shall apologize for this insult. (determination)
2. He shall be finished for his misbehaviour. (threat).

Use of Will

With second and third person in simple future tense.

1. He will be twenty next month.
2. They will play a match today.

With first person in case of certainty, promise and willingness, determination, threat:

1. I will see the zoo next Sunday. (certainty)
2. I will find the truth at all costs. (determination)
3. I will teach him a lesson. (threat)

For invitations :

1. Will you close the door?
2. Will you have dinner with us?

In case of assumption, prediction, intention, capacity, commitment etc:

1. This hall will accommodate 600 students.
2. We will stand by you through thick and thin.

3. I shall go to Shimla in summer.

Use of Should

Past form of shall in future:

1. He said that I should attend his birthday party.
2. They said that we should return home.

In case of duty or obligation:

1. The peon should ring the bell.
2. You should keep your promise.
3. We should help the poor.

In advice, suggestion or inference (conclusion):

1. We should obey our elders.
2. He should have come by this time.

After 'lest' to show the next aim:

1. Walk carefully lest you should fall.
2. She worked hard lest she should fail.

To express the 'supposition':

1. Should you go to the market, bring a pen for me.
2. Should you lose the way, ask a policeman.

To indicate concession:

1. He will not improve though you spend lakhs of Rs.

Use of 'would'

Past form of 'will'

1. I told him that I would help them.
2. The teacher said that he would punish the naughty boys.

In case of 'past habit':

1. My grandmother would spin every morning.
2. In winter he would study late at night.

Polite request in the present tense:

1. Would you please show me house?
2. Would you lend me your pen?

Unreal condition:

1. Would that my neighbours were co-operative!
2. Would that I were rich!

To express determination:

1. I would break than bend.

To express possibility:

1. He would be glad now.



To indicate refusal:

1. The bike would not start.

Use of 'can'

Can means 'to be able to' It expresses power or ability or to be able to

1. The Principal can give admission. (power)
2. I can speak English fluently. (ability)



Possibility:

1. Anyone can read this letter.
2. Anyone can make mistakes.

Permission:

1. You cannot play in the yard.
2. You cannot loiter here.

Legal permission:

1. You can take your share of property.

Doubt or surprise:

1. Can Pakistan really mean peace?

Capacity:

1. This bucket can contain 12 litres of water.



Nature:

1. She can be very witty at times.

Note: Cannot is a single word and is used in negative sentences like 'never'.

Use of 'could'

To express power or ability in past tense:

1. She asked me if I could help her.
2. He asked me if I could drive a car.

Ability in the past tense:

1. He could sing well when he was a child.
2. He lost his purse so he could not pay his fee.



Possibility in the past tense:

1. If he had secured good marks he could seek admission in a good college.

Polite request in present tense:

1. Could you lend me some money?

Helplessness:

1. They could not help giving money to the beggar.

Use of 'may'

Permission

1. You may see my pen. (to give permission).
2. May we sit here? (to take permission)

Possibility:

1. The P. M. may visit the flood stricken area.

Purpose:

1. We eat so that we may live.
2. She works hard so that she may succeed.

Wish or Prayer:

1. May she get a good partner!

Service:

1. May I give you a glass of water?

Use of 'might'

The past tense of 'may':

1. He ran fast so that she might catch the train.

Remote possibility:

1. The sky is clear, but it might rain.
2. He has not promised, but he might come.



To express 'possibility' or 'permission' in past tense:

1. The tortoise said that he might win the race. (possibility).
2. The captain said that we might play a match. (permission).

Suggestion:

1. You might try again and again.

Use of 'must'

Necessity or obligation

1. You must run fast to catch the train. (necessity)
2. We must pay our debts. (obligation)

Compulsion:

1. You must beg pardon of your teacher.



Emphatic advice:

1. He must serve his old mother-in-law.

Certainty of belief:

1. He must be a very rich man.

Prohibition:

1. You must not read my letters.

Use of 'ought to'**Moral duty or social binding:**

1. We ought to salute our national flag.

Strong probability:

1. You ought to stand first.

For giving advice:

1. You ought to stand together.

Recommendation/ suggestion:

1. You ought to work hard to succeed.

Use of 'need':**In case of necessity:**

1. She need not seek your permission.

To show doubt:

1. Need I explain it again?

Use of 'dare':**'to venture/ to express challenge :**

1. She dare to insult you openly.
2. How dare you hide the fact!

Use of 'used to'**In the indefinite past, repeated or habitual action in the past:**

1. He used to drink when he was young?

Meaning of 'accustomed to':

1. I am not used to extremely cold climate.



A. Use of shall, will.

1. Ilend you the book if you need it.
2. Wenot allow you to do so.
3. Younot disobey him again.
4. "Younot marry her", said the angry father.
5. If he works hard, hepass.
6. Youhave a holiday on Monday.
6. Inever tell a lie.
7. Iteach you a lesson.
8. Wearrange a grand party.

B. Use should or would :

1. She said that shecarry my books.
2. Weobey our elders.
3. Be careful lest youfall.
4.you rather have tea or coffee?
5. He said that hereturn on Monday.
6.you come across him, bring him home.
7. If I were you, Inot behave like that.

C. Use can or may whichever is correct:

1. He works hard so that heget good marks.
2. Inot help you in this matter.
3. The teachernot grant me leave.
4.you prosper!
5. Inot help laughing.
6. Hecome any moment.

Function	Modal used
Permission	can, could, may, might
Obligation	must, should, ought to
Ability	can, could
Willingness	will, could
Request	will, would, could
Possibility	may, might
Suggestion	shall
Probability	must

Need as a modal implies necessity or obligation. It is chiefly used in negative and Interrogative to show absence or necessity or compulsion.

The negative is formed by **needn't** and Interrogative by inversion i.e. by bringing need before the subject: **Need I speak to Shalini?**

It does not take '**s**' in the third person singular present tense. Its past is '**had to**' in the **affirmative** and '**need not have**' in the **negative** and '**need have**' in the **interrogative**.

1. They need not have wasted their money.
2. Need you have to see your doctor?

Dare as a modal means '**to have courage**'. Like need, it is chiefly used in the negative and interrogative. Like need, its negative is formed by '**dare not**' and interrogative by inversion.

It does not take '**s**' in the third person singular present tense.

1. She dare not face my father.
2. How dare you talk like that?
3. He dared not move.

D. Fill in the blanks with the modals :

1. She was not sure if shesolve the sum.
2. Younot show your riches before your friends.
3. Our team batted well but.....bowl well.
4. It looks as if itrain tonight.
5. Weborrow money, we have enough funds.

E. Fill the blanks with suitable modals (may/ will/ would / should)

1. You.....keep your promise.
2. He worked hard so that he.....pass.
3.I come in, sir?
4. The letterbe written today.

F. Fill the blanks with suitable modals (must / can / should / may)

1.you solve this sum?
2.God bless you.
3. If yousee him, give him my regards.
4. Youhelp Ram. After all he is your brother.

G. Fill the blanks with suitable modals (may /must / would / should)

1. Weobey the constitution.
2. Weplay hockey daily.
3. We eat so that we.....live.
4. We.....respect our neighbour.

THE ARTICLE

Articles are in fact demonstrative adjectives. A, an and the are called articles.

Articles are of two types:

1. **Indefinite Article: 'A' and 'an'** are called the **indefinite articles** because they **do not refer** to a **particular person, animal or thing**. i.e. **An** orange grows on **a** tree.
2. **Definite Article: 'The'** is called the **definite article** because it **refers** to a **particular person, animal or thing**. i.e. This is **the** pen which I bought yesterday.

Use of 'a'

1. It is used before a word that begins with a consonant and sounds like a consonant i.e. A farmer, a village, a year, a yard, a teacher, a doctor, a peon etc.
2. It is used before a word that begins with E or U or O and sounds like a consonant i.e. A one rupee note, a unique, a useful, a story, a one-way ticket etc.
3. It is used in the sense of one i.e. He is a blind man.
4. With units and rates (per) i.e. This train runs sixty kms an hour.
5. It is used in exclamatory expression before singular countable nouns. i.e. How beautiful a rose is!
6. It is used to make a common noun of a proper noun. i.e. This man is a second Newton.
7. It is used with phrases and professions. i.e. A little, a teacher.
8. 'A' is used before singular countable nouns when it is mentioned for the first time. i.e. A cuckoo was singing in a tree.
9. It is used before a singular countable noun representing a class of things. i.e. A dog is a faithful animal.
10. It is used in expressions of price, speed etc. i.e. Milk costs five rupees a kilogram.
11. It is used in its numerical sense of one. i.e. A rupee has a hundred paise.
12. It is used before Mr/Mrs/Miss + surname i.e. A Mr Sharma, a Mrs Verma, a Mr Gupta (a Mr Sharma means a man called Sharma and implies that he is a stranger to the speaker).
13. It is used to denote certain meanings:
 - a) He has a chance of winning. (**some**)
 - b) Birds of a feather flock together. (**the same**)
 - c) Only a Newton can answer this question. (**one like**)
14. If an adjective precedes the noun, a is used according to the initial sound of the adjective: a rotten apple, a sour orange.

Use of “an”

- 1. It is used before a word that begins with the vowel sound i.e.** An egg, an eagle, an army, an arm chair, an ulcer, an Australian, an elephant, an urn, an owl, an M.A., an S.P. and F,H, L, M, N. , R, S, X are the letters that begins with the vowel sound as M sounds as 'em'.
But remember that 'an' is not used with the full forms of these words i.e. We cannot say an Station House Officer for an SHO rather we will say a Station House Officer, a Member of Legislative Assembly.
- 2. It is used with phrases and professions i.e.** an executor, an artist.
- 3. It is used before words beginning with silent 'h' i.e.** An hour, an honest.
- 4. 'An' is used before singular countable nouns when it is mentioned for the first time i.e.** I bought an umbrella.
- 5. It is used in expressions of price, speed etc. i.e** The bus was going sixty kilometers an hour.
- 6. It is used in its numerical sense of one. i.e** Three thousand six hundred seconds make an hour.
- 7. If an adjective precedes the noun, an is used according to the initial sound of the adjective: i.e.** An interesting novel, an intelligent girl.

A. The Indefinite Articles (A/An) are used to denote the following:

1. I bought a dozen mangoes.	numerical sense
2. Birds of a feather flock together.	in the sense of same
3. An old man had seven daughters.	in the sense of a certain
4. I pay my maid Rs. 200 a week.	in the sense of every
5. I have a high regard for my teacher.	in the sense of some
6. The culprit did not speak a word in self-defense.	in the sense of any
7. There is not a man here who does not curse her.	in the sense of single
8. A child cries when he is hungry.	representing whole class
9. The Seth is a Shylock in his dealings.	before proper noun used as a common noun
10. Anita Arora rang an hour ago.	before a stranger
11. What a pretty girl!	before exclamatory singular countable noun
12. I have a severe pain in my back.	before certain phrases
13. This is a most fantastic idea.	with most giving sense of 'very, or very much'

Uses of 'the'

1. **It is used before a person, a thing, or a place which is already mentioned.** i.e. The person whom you met yesterday has left India.
2. **When we speak of particular things or persons:** The nations which still fight each other are behaving like savages.
3. **Before a noun which by reason of locality can represent only one particular thing:** Has the postman come? (the one who comes to us)
4. **It is used before singular nouns (countable nouns) that stand for a class or to indicate a 'class' or 'kind' through an individual.** i.e. The cat, the dog etc. The computer is an electric device.
5. **It is also used with some unique things** i.e. The earth, the sky, the stars. Man has reached the moon.
6. **It is used with some adjectives used as noun in plural number** i.e. The rich should not hate the poor.
7. **It is used rivers, mountains, seas, oceans, canals, lakes, dams, deserts, gulfs, groups of islands, plural names of countries, provinces, sacred books, newspapers, magazines, trains, ships, well known buildings, oceans and directions.**

The Way of Bengal, the Netherlands, the U.S.A., the Punjab, the Guru Granth Sahib, the Tribune, the illustrated Weekly of India, the Kalka Mail, the Vikranta, the Taj Mahal, the Pacific Ocean, the West.

Note: **The is used before the names of directions when there is preposition before the name of direction otherwise the is not used** i.e. The sun rises in the east and sets in the west. East or West, home is the best.

Exception: **Not with the names of single island or mountain** i.e Mount Everest, Srilanka.

8. **Before the proper, material or abstract nouns when they are used in a particular sense** i.e. He is the Shakespeare of India. The death of their leader moved them to tears.
9. **It is used before superlative degrees.** i.e. The smallest, the longest. Bombay is the largest city in India.
10. **It is used before nouns qualified as adjectives:** The late Mr Raj Kapoor was a famous film star.
11. **It is used before an adjective in the comparative degree when selection is intended or equality of excess is intended:** The harder you work, the higher you rise in life. The boy is the cleverer of the two. Who is the taller of the two sisters?
12. **It is used before words indicating number, weight and measure to express the idea of rate:** Bananas are sold by the dozen, but apples are sold by the kilogram.
13. **It is used before the parts of body in place of a possessive adjective:** He struck him on the back. (not his back).
14. **It is used before the comparatives:** The more, the merrier.

15. **It is used before the ordinals to show position or order in a series:** Dr. Rajender Prashad was the first president of India. I will be the last man to do it.
16. **It is used before a noun (with emphasis) to give the force of a superlative:** Sachin Tendulkar was the man of the match.
17. **It is used before a common noun to give it the meaning of an abstract noun:** He owed his wonderful writing to the poet in him. (his poetic quality).
18. **It is used before nouns which name the inhabitants of a country collectively, but not before the names of their languages:** The English often fought the French. More people in India know English than French.
19. **It is used before the name of any party or an organization:** The Congress, The Janta, the Lok Dal.
20. **It is used before the names of historical buildings and public places.** i.e The Golden Temple, the zoo.
21. **It is used before any adjective+ proper noun** i.e The little Shilpa is a shy girl.
22. **It is used to make the plural of a proper noun:** i.e. the Guptas, the Sharmas.
23. **It is used if we insert the adjective after a noun:** i.e. Akbar, the great
24. **It is used before the big ranks:** The President of India, the Principal of the school.
25. **It is used before the historical events:** The Mutiny of 1857.
26. **It is used before the date:** India became free on the 15th of August.
27. **It is used before evening, morning, afternoon if the words (last, next, every) are not given before them:** I get up in the morning.
28. **It is used before the comparative degree if than is not given after them:** She is the wiser of the two. The older he grew, the worse he became.
29. **It is used after 'all' and 'both' but before 'whole' and 'same'**
All the boys were making a noise. Both the girls are pretty. The whole class was absent. Their ages are the same.
30. **It is used to signify the people of a country, or a class, or group.** i.e. The Indians, the Hindus, the Sikhs.

Article is omitted

1. **Before a common noun used in its widest sense as.** i.e. Man is evergreen.
2. **'The' is not used with proper noun or before the name of subjects of study.** i.e. Rajender, History.
3. **Before plural common nouns used in a general sense:** Boys are taller than girls. Dogs bark. But (The dogs are barking. The birds of a feather flock together.)
But the is used before such nouns when they are specified: The girls of this class are more hard-working than the boys. (all the girls and all the boys)
4. **Before proper nouns:** Mahatma Gandhi was a great man.
When the article is used before proper nouns, they become common nouns: Mumbai is the Manchester of India. (a great manufacturing city)

5. **Before abstract nouns used in a general sense:** Beauty is short lived.
But when such a noun is particularized, an article is used before it: Everyone admires the beauty of the Taj.
6. **Before materials:** This chair is made of wood.
When the materials are specified, we use before them: The wood that the carpenter used is of a poor quality.
7. **Before a noun used in its widest sense:** Man is mortal. Fruit is very expensive these days.
8. **Before the names of languages, arts and sciences, subjects, diseases, games and festivals, months, seasons etc.:** Chemistry is my favourite subject. There is an effective treatment for malaria. Cricket is a popular game. Cholera is raging in the town. Hockey is an interesting game. Astronomy is very useful science. Do you know English?
9. **Before places of assembly such as school, college, hospital, market, prison when these places are visited for their primary purpose:** Lakhs of children do not go to school. The injured were removed to the hospital. I went to market to buy fruits.
But when these places are used for any other purpose 'the' is used: His father came to the college to see the principal. I went to the hospital to see my friend.
10. **The article is omitted before the meals when they are used as part of daily routine:** I take my breakfast at 8 o'clock. She did not have lunch today.
But when the name of a meal refers to a particular meal, a social function or the food, the is used before it: Why didn't you attend the dinner yesterday?
11. **Before names of relations** like mother, uncle, and also cook and nurse meaning 'our nurse'. Father has come. Cook has left.
12. **Before predictive nouns denoting position that is normally held at one time by one person only.** Mr H.D. Deve Gowda became Prime Minister of India in 1988. Dr. Sharma became Principal of the college in 1988.
13. **In some prepositional phrases, i.e preposition+ noun:** By air, by bus, by train, by steamer, by road, by water, by day, by night, at daybreak, at sunrise, at noon, at sunset, at night, at home, in hand, on foot, on horseback.
14. **In some verbal phrase, i.e. verb+ object:** To catch fire, to give ear, to lose heart, to send word, to set fire, to set sail, to set foot.

Repetition of article

The repetition of article before a noun speaks of two persons and things:

1. **The musician and composer** is downstairs. (**one person** who is both the musician and composer)
2. **The musician and the composer** are downstairs. (**two persons** one musician and the other composer)
3. She got **a red and green dress** for the marriage party. (**one dress** which is red and green in colour)

4. She got **a red** and **a green dress** for the marriage party. (**two dresses** one is red and the other is green)

B. Fill in the blanks with a/ an / the.

1. Envy isevil passion.
2. He ordered.....servant to leave.....room.
3. French islanguage ofFrench.
4. He isM.L.A.
5. Cricket isinteresting game.
6. She islovelier oftwo sisters.
7. Iron isuseful metal.
8. He is nothonourable man.
9. Whatpiece of work man is!
10.old man was run over bytruck.
11. He isideal teacher.
12. Eight furlongs make.....mile.
13. You should helpblind andpoor.
14. There is many.....slip betweencup andlip.
15. Many.....man attended meeting.



C. Fill in the blanks with a/ an / the.

1. God made.....country and man made....town.
2. May we have.....pleasure of your company at lunch?
3. Please give it to.....man waiting outside.
4. It is very difficult to get..... university job these days.
5. This isone- sided statement.
6. Did you see..... review of this book in Indian Express today?
7.Lion isking of jungle.
8.darkest cloud hassilver lining.
9.more you get,more you want.
10. Strikeiron while it is hot.
11. There isbroken cup on.....floor.
12. Whatstrange way to behave!
13.little knowledge isdangerous thing.
14. Yesterday was.....coldest day ofyear.
15. He thinks he isNewton.
16. She lay unconscious for half....hour.
17.milk that was in the pot has been spilt.
18.soldier fights forhonour of his country.



19.friend in need isfriend indeed.
20.handkerchief is made ofpiece of cloth.
21. Honesty isbest policy.

D. Put suitable article where necessary:

1. Higher we go cooler it is.
2. Kangra is Switzerland of India.
3. He is wisest boy in class.
4. What lovely sight this is.
5. This is too easy question.
6. He is English man.
7. I have never seen such fool man as you are.
8. I took cycle to go to market.
9. More he earned more he spent.
10. This is easy question.



E. Fill in the blanks with a/ an / the.

1. Banaras is holy city.
2.honest man will always speaktruth.
3.accused is tellinglie.
4. Mathematics is noteasy subject.
5. Everybody admiresbeauty ofTaj.
6. Man has reached.....moon.
7.Himalayas are tonorth of India.
8. He hasblack and white cow.
9. I have never seen so tallman.
10. Kalidas isShakespeare of India.



THE DETERMINERS

The determiners are basically the adjectives. The main difference is that an adjective qualifies a noun whereas a determiner signals to a noun. e.g.

a shirt the Gita some students any pen
a few books those boys that girl

Difference between adjective and determiner

Read these phrases:

brick house **this house**

'**Brick house**' shows that the house is made of bricks. So '**brick**' works as an **adjective**. '**This house**' does not describe the house. It determines the house. '**This**' points out a particular house. So the word '**this**' is a **determiner**.

Determiners limit the meaning of a noun or a noun phrase. The determiner '**those**' in the above phrases limits the noun '**boys**'. We cannot write **those boy**.

The determiners can be classified into the following categories:

Articles	a, an, the
Demonstratives	this, that, these, those
Distributives	each, every, either, neither
Interrogatives	what, which, whose, whichever, whatever
Quantifiers	any, some, much, a little, no, any, some, each, a few, both the, many, more, most, many a, all, one, two, three, etc, several, enough

1. Articles: a, an, the

We have already discussed about articles in detail in a separate chapter.

2. Demonstratives: This, that, these, those

- This** and **these** refer to persons and things nearby in space, time or thought or more obvious than another.
- The car is parked under **this** tree. (nearness of space between car and tree)

Note : **This** is used with the **singular** nouns and **these** with **plural nouns**.

- Demonstrative **this** and **these** also refer to **certain persons** or **things**.

- a) **This old** lady asked me the way yesterday. (**certain old person**)
- b) **These** boys want to go on a trip. (**specified children**)
- iii) **That** and **those** refer to persons and things place at a distance or less obvious than another.

That is used with the **singular nouns** and **those** with **plural nouns**.

- a) **That** teacher wished me a belated happy birthday.
- b) **Those** girls will be rewarded by the Principal today.
- iv) **This** and **that** can also be used before uncountable nouns.
- a) **This** milk has been spoilt.
- b) **That** sugar is mine.

3. Distributives: **each, every, either, neither**:

Each and every

Each is used in speaking of **two or more persons** or **things** when the **number** is **definite**:

- a) **Each** member of the club participated well.
- b) Shivank and Sanchita are quarreling with **each other**.

Every is used in speaking of **more than two persons** or **things** when the **number** is **indefinite**. It means *all single person or thing without exception*.

- a) **Every** student will do the home work.
- b) **Every** person has received something there.

Either and neither

Either means one or the other/ any one of the two persons or things.

- a) She could use **either** car. (**black or red**).
- b) **Either** pen will serve my purpose. (**fountain or ball point**)

Either also means one and the other/both.

- a) She wears bangles on **either** hand. (**She wears bangles on both hands.**)

Neither means **not either, not one or not the other/ not both**.

- a) **Neither** medicine of these two suits me.

Neither takes a singular verb.

- a) **Neither** peon has come to school today.

4. Interrogatives: **what, which, whose, what** etc.

These determiners are used with nouns to ask questions.

1. **What** task is she doing there?
2. **Which** colour do you like?
3. **How many** boys are there in your class?
4. **How much** money is required for the gifts?
5. **Whose** child is there?

5. **Possessives** : **my, our, his, her, your, their, its**

1st person: **my, our**

2nd person: **your**

3rd person: **his, her, its, their.**

These are called possessives as they possess the nouns that follow them. We have discussed these in another chapter also.

6. **Quantifiers**: **all, both, some, any, much etc.**

Some and any: **both** are quantitative as well as numeral.

Some means an indefinite quantity or indefinite number of persons, things, etc.

'**Any**' is used instead of '**some**' in questions and after negatives:

- a) The teacher gave him **some** books. (**positive statement**)
- b) Did the teacher give him **any** books? (**question**)
- c) The teacher did not give him **any** books. (**negative statement**).

Some is used in interrogative sentences if these sentences are requests:

- a) May I have **some** milk, please?

Some is used in interrogative sentences if the speaker expects, or wishes to suggest, an affirmative answer:

- a) There are **some** children outside?
- b) He gave you **some** money?

Any is used in affirmative sentences meaning 'no matter which':

- a) You may come at **any** time.

In negative sentences

- a) He has not solved **any** question.

In interrogative sentences:

- a) Aren't there **any** stamps in my drawer?

Much and many; less and fewer

Much is used to denote quantity (with uncountable nouns)

- a) He has not **much** wealth to satisfy his needs. (**wealth = uncountable**)
- b) There is not **much** milk in the bottle. (**negative**)
- c) Doesn't your cow give **much** milk? (**interrogative**)
- d) **Much** work has been done. (**affirmative**)

Many is used to denote number (with countable nouns)

- a) **Many** sheep were grazing in the fields. (**sheep = countable**)
- b) He does not know **many** things. (**negative**)
- c) Were there **many** people in the meeting? (**interrogative.**)

- d) **Many** things were snatched from them. (affirmative)

Fewer, less

- a) No **fewer** than fifty workers were absent. (numeral)
b) **Less** size means less weight. (quantitative)
c) Don't think it has **less** importance. (quantitative)

Little, A little, the little (negative adjective, affirmative, both respectively)

Little means (hardly any not much): The poor man has **little** money.

A little means some: Please give the child a **little** milk.

The little means (not much, but all of that much): She wasted the little money she had.

Few, a few, the few (negative adjective, affirmative, both respectively)

Few means (not many or hardly any): He has **few** enemies.

A few means (some): The Principal spoke a **few** words. (some)

The few (means not many, but all of them): He sold the **few** sheep he had.

A little, a few

A little is used to denote quantity: He spent a little time in writing grammar.

A few is used to denote number: He spent a few minutes in with us.

- a) Sheenam makes **few** mistakes. (not many)
b) The child had a **little** milk. (some)
c) I went through the **few** mistakes he had made.
d) She drank the **little** milk she had.

3rd sentence can be divided into two parts

- a) The mistakes he had made were not many.
b) The milk she had was not much.

A. Study the following determiners carefully:

1. He gave me **no** answer.
2. There were tall trees on **either** side of the road.
3. **Neither** boy was intelligent. (of the two)
4. **Both** the brothers were hard working.
5. I have read **many** novels by R.K.Narayan.
7. **Many** people could not get tickets to see the film.
8. I need **more** time to do this.
9. Please show me **another** book.
10. My brother lives on the **other** side of the street.
11. We have **enough** food for ten people.
12. **This** book is very interesting.



13. We have food **enough** for ten people. **Enough** may follow or precede its noun.
14. I didn't like **that** book.
15. **These** grapes are sour.
16. **Those** boys are hard working.
17. **What** nonsense is that?
19. **Which** pen is yours?
20. **Whose** camera is this?
21. **Whichever** way you do this, it is sure to be wrong.
22. **My** ambition in life is to become a doctor.
23. What is **your** father?
24. She doesn't boast of **her** health.
25. The dog broke **its** leg.
26. We should obey **our** teachers.
27. They know **their** duty.



B. Fill in the blanks by choosing the correct determiners from those given in brackets:

1.man should do his duty. (One, Some , Every , No, Any)
2. I have not.....money. (no, some, a few, any, many)
3. They havewealth. (much, many, any, few, a few)
4.people were killed in the Second World War. (Many, A Few, Some, Any)
5.days' rest did him much good. (A few, Few, The few, Much, A little)
6.knowledge is a dangerous thing. (Little, A little, The little, The few)

C. Fill in the blanks with suitable determiners:

1.people were killed in the accident.
2. Bringvegetables from the market.
3.honest man isnoblest work of God.
4. Anita resembles.....sister.
5. The camel isship ofdesert.
6. Don't you have.....relative in Chandigarh?
7. classroom is empty.
8. Where havethe students gone?
9. Howmangoes are there in the box?
10.apple.....day keep.....doctor away.
11. Howsugar is there incontainer?
12. Neil Armstrong was.....first man to land onmoon.
13. All the boys went to.....river but only acould swim.
14. Anil lost.....pen I had given him.



D. Fill in the blanks with suitable determiners.

1. How _____ milk will be needed for the breakfast?
2. _____ boys who called on the Prime Minister are here.
3. The class room is empty. Where have _____ the students gone.
4. This book is mine but _____ is yours.
5. _____ boys have not carry their own bags on the track.
6. After the serious bomb blast _____ persons were found injured.
7. There is no sugar in this shop so we will have to buy it from _____ other shop.
8. These mangoes are raw but _____ are ripe.
9. You will get one mark for _____ correct answer.
10. _____ flag on the top of the school is the tricolour.
11. I asked my mother for _____ money to buy my ticket.
12. I have already spent _____ few rupees I had.
13. He asked me for _____ money, I didn't have.
14. We must find _____ excuse. _____ excuse will do.
15. Read the letter again to see if there are _____ mistakes.



many apples



a bus



an ox



trees on both side



many passengers

TENSES

Tense tells us about time of action. It also tells us whether the action is complete, incomplete or in progress. There are three main tenses:

1. The Present Tense
2. The Past Tense
3. The Future Tense

Each of these has four forms :

- a) Indefinite b) Continuous c) Perfect d) Perfect Continuous

Read the following sentences:

1. My mother **cooks** food for us.
2. She **went** to school.
3. We **shall go** to school.

The **bold** words are **verbs** in the above sentences. In **sentence 1**, verb refers to **present time**, in 2. **past time** and in 3. **future Time**.

	Tense	पहचान : अन्त		Use
		में क्रिया के साथ	Helping Verbs	
1	Present Indefinite		V1(s/es) / do/ does/	
	Tense	ता है/		
	I/ we/ you/ they/ plu... V1/do	ती है/	Plural	He/ she/it/ Ram...V1(s,es) /does.
A	I go.	ते हैं/	Birds sing.	He goes.
N	I do not go.	ती हैं/	Birds do not sing.	He does not go.
I	Do we go ?	ता हूँ/	Do birds sing?	Does Satyendra go?
NA	Do they not go ?	ती हूँ/	Do birds not sing?	Does Jagat Singh not go?
2	Past Indefinite		Helping Verbs	
	Tense		V2 / did + V1 /used to	I /we/ he/ (with all)...V2 or did+V1
	With all subjects:v2/did	ता था /		
A	I went.	ती थी /	Birds sang.	He went.
N	I did not go.	ते थे /	Birds did not sing.	He did not go.
I	Did we go?	आ/ए/ई/	Did birds sing?	Did they go?
NA	Did we not go		Did birds not sing?	Did he not go?

3	Future Indefinite		Helping Verbs	I/ we.....shall
	Tense		shall/ / will + V1	All the rest.....will
	I/ we shall...		Except I/we->will	
A	Shall we go.	गा / मे / गी	Birds will sing.	He will go.
N	Shall we not go.		Birds will not sing.	He will not go.
I	Shall we go ?		Will birds sing?	Will they go?
NA	Shall we not go?		Will birds not sing?	Will they not go?
4	Present Continuous		Helping Verbs	
	Tense		is /am / are + V1+ ing	You/plurals are...
	I am..., 3rd person sing is....,		You/we/plurals >are	
A	Ram is going.	रहा हूँ/ रही हूँ/ रहे हैं/ रही हैं/ रहे हो/ रही हो	You are going.	They are going.
N	Ram is not going.		You are not going.	They are not going.
I	Am I going?		Are they going?	Are we going?
NA	Am I not going?		Are they not going?	Are we not going?
5	Past Continuous		Helping Verbs	
	Tense		was / were + V1+ ing	You/ plural were...
	I/3rd person sing. was...		You/ plurals were...	3rd per. sing...was
A	I was going.	रहा था/ रही थी/ रहे थे	You were going.	He was going.
N	I was not going.		You were not going.	He was not going.
I	Was Sohan going?		Were they going?	Was he going?
NA	Was Sohan not going?		Were they not going?	Was he not going?
6	Future Continuous		Helping Verbs	I/ we shall be...
	Tense		shall be/ will be	All the rest will be ...
	I/ we shall be...		Plu / singu	
A	I shall be going.	रहा होगा / रही होगी / रहे होंगे	Birds will be flying.	He will be going .
N	I shall not be going.		Birds will not be flying.	He will not be going.
I	Shall we be going?		Will bird be flying?	Will they be going?
NA	Shall we not be going?		Will bird not be flying?	Will they not be going?
7	Present Perfect		Helping Verbs	
	Tense		has / have + V3	
	I / you/ plurals have...		Plu / singu.	3rd person sing. has...
A	I have gone.	चुका हूँ/ चुकी हूँ/ चुका है/ चुकी हैं/ चुके हैं/ लिया है/ दिया है	Birds have gone.	He has gone.
N	I have not gone.		Birds have not gone.	He has not gone.
I	Have they gone?		Has bird gone ?	Has Mohan gone?
NA	Have they not gone?		has bird not gone?	Has Mohan not gone?

8	Past Perfect		Helping Verbs	With all....had
	Tense	चुका था /	had + V3	
	With all sub....had	चुकी थी /		
A	I had gone	चुके थे /	Birds had gone.	He had gone.
N	I had not gone.	चुकी थीं /	Birds had not gone.	He had not gone.
I	Had they gone?	लिया था /	Had bird gone?	Had we gone?
NA	Had they not gone?	दिया था /	Had bird not gone?	Had we not gone?
9	Future Perfect		Helping Verbs	
	Tense		Shall have/ will have+	All the rest will have...
	I/ we.....shall have	चुका होगा /	V3	
A	I shall have gone	चुकी होगी /	Birds will have gone.	He will have gone.
N	I shall not have gone.	चुके होंगे /	Birds will not have gone.	He will not have gone.
I	Shall we have gone?	चुकी होंगी /	Will bird have gone?	Will they have gone?
NA	Shall we not have gone?	लिया होगा /	Will bird not have gone?	Will they not have gone?
		दिया होगा		
10	Present Perfect		has/ have+ been +	3rd person sing. has...
	Continuous Tense		V1 ing+ since/ for	
	I / you/ plu...have			
A	I have been working since morning.		से रहा है /	He has been working for two days.
N	I have not been working since Sunday.		से रही है /	He has not been working for an hour.
I	Have we been working since March?		से रहे हैं /	Has Rita been working for a week?
NA	Have they not been working since 1995?		से रही हैं	Has Rita not been working for many days?
11	Past Perfect		had + been + v1 ing +	With all had been ...
	Continuous Tense		since / for	
	With all....had			
A	I had been working since 2 o'clock		से रहा था /	He had been working for two days.
N	I had not been working since 3 p.m.		से रही थी /	He had not been working for two days.
I	Had we been working since morning?		से रहे थे /	Had Radha been working for two days?
NA	Had they not been working since 2 a.m?		से रही थीं	Had Sonu not been working for two days?
12	Future Perfect		shall / will+ have	I/ we shall have been...
	Continuous Tense		been+ v1ing+ since /for	All the rest will have been...
	I/ we shall have been...			
A	I shall have been working for two day.		से रहा होगा /	He will have been working for two hours.
N	I shall not have been working for two days.		से रही होगी /	He will not have been working for two hours.
I	Shall we have been working for two days?		से रहे होंगे /	Will they have been working for two hours?
NA	Shall we not have been working for two days?		से रही होंगी	Will they not have been working for two hours?
A = Affirmative, N = Negative, I = Interrogative, NA = Negative Interrogative				

SIMPLE PRESENT TENSE OR PRESENT INDEFINITE TENSE

This tense is used:

for repeated actions/ habits that do not change:

My mother bakes tasty cake. Dogs bark.

for universal truths or well known facts:

Stars twinkle at night.

To express scientific fact:

Leaves make food for the plants.

to show a future event which is already planned or arranged:

Our examination starts next Tuesday.

in proverbs which have the force of permanent truth:

It is wise to make hay while the sun shines.

in place of simple future tense in the 'if' clause of conditional sentences:

If it rains, we shall enjoy the sweet shower of rain.

in preferences of people:

She likes to listen to music while studying.

in exclamatory sentences that begin with 'here' or 'there' for current action; as

- a) Here comes the train!
- b) There goes your dog!

Usual structure of sentences is: Subject + 1st form of verb (s or es) + object (other words).

Sentence Type	Structure	Examples
Affirmative	Sub+ v1(s or es)+obj. (o.w.)	I go to school daily. He goes to school daily.
Negative	Sub+ do/does+ not + obj. (o.w.)	They do not go to school daily. She does not go to school daily.
Interrogative (yes/no questions)	Do/Does+ sub. + v1 + obj. (o.w.)?	Do we go to school daily? Does Rohit go to school daily?
Interrogative (Wh-questions)	Wh-word + do/does+ sub. + v1 + obj. (o.w.)?	Why do you go to school daily? Why does Neha go to school daily?
Negative Interrogative(yes/no questions)	Do/Does+ sub. +not+ v1 + obj. o.w.)?	Do they not go to school daily? Does he not go to school daily?
Negative Interrogative (Wh-questions)	Wh-word+do/does+ sub. +not + v1 + obj. (o.w.)?	Why do they not go to school daily? Why does he not go to school daily?

So we can say that in **Present Indefinite Sentence** we use '**s**' or '**es**' with the verb only when the subject is **third person singular** and the verb remains without '**s**' or '**es**' if the subject is not **third person singular**.

In negative, interrogative and negative interrogative sentences we use '**does**' when the subject is **third person singular** and '**do**' with **the rest of the subjects**.

Note : No '**s**' or '**es**' is inserted with the verb except affirmative sentences.

Note the following sentences:

Affirmative	Mohan goes for a walk.	Birds fly.	Bird flies.
Negative	Shailja does not go for a walk.	I do not talk.	She does not sing.
Interrogative	Does Rohit go for a walk?	Why do I talk?	How does he dance?
Negative Interrogative	Does Mohit not go for a walk?	What do we not talk?	Does he not write?

If the verb ends with any of the following : **ss,o,x,z,s,ch** we add '**es**' instead of '**s**' with the verb.

If the verb ends with the alphabet '**y**' and '**y**' is preceded by a consonant, change '**y**' into '**ies**' when subject is third person singular.

Note : Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **do/does + sub + v1 (without 's' or 'es') + o.w.? or do/does + sub + not + v1 (without 's' or 'es') + o.w.?** e.g.

- Why do you like toffees?
 - Why do they not attend the school?
 - What does the child like?
 - Why does the dog bark at the strangers?
- The watch ticks all day.
 - He seems to be a scoundrel.
 - He appears satisfied.
 - She looks beautiful/pretty.
 - The curd tastes bitter/rancid.
 - The honey tastes sweet.
 - The flower smells sweet.
 - This seems sound.
 - The mango tastes sweet.
 - This painting appears beautiful.

A. Fill in the blanks with correct form of verb in simple present.

1. This postman _____ the letters in time. (deliver/delivers)
2. The farmer _____ the fields daily. (ploughs/plough)
3. Two and two _____ four. (make/makes)
4. My watch _____ not _____ correct time. (does/do/keep/keeps)
5. _____ you _____ your parents? (Do/Does/obey/obeys)
6. _____ the teacher _____ my prayer? (Does/Do/accept/accepts)
7. Shri Ram Kumar _____ a meeting of all the principals of the Hindu Education Society in the month of December every year. (call/calls)

B. Rearrange the jumbled words to make complete sentence:

1. cooks/ My/ daily/ mother/ food/ me/ for/.
2. school/ Rahul/ hates/ to/. / going
3. radio/repair/we/here/the/.
4. they/Do/books/new/?/purchase
5. Geeta/Does/on/bed/her/?/jump/not

Practice : The students can have command over the tenses if they try to convert the sentences in all kinds i.e. Affirmative into negative, interrogative, negative interrogative and vice versa. They should also try to frame these sentences taking 'wh' words and pronouns as well. See the example below:

Shaina plays with her cat. Shaina does not play with her cat. Does Shaina play with her cat ? Does Shaina not play with her cat ? Why does Shaina play with her cat ? When does Shaina play with her cat ? Where does Shaina play with her cat? How does Shaina play with her cat?

I play with my cat. I do not play with my cat. Do I play with my cat? Do I not play with my cat ? Why do I play with my cat ? Where do I play with my cat ? When do I play with my cat? How do I play with my cat ?

We play with our cat. We do not play with our cat. Do we play with our cat ? Do we not play with our cat ? Why do we play with our cat ? Where do we play with our cat ? When do we play with our cat? How do we play with our cat?

You play with your cat. You do not play with your cat. Do you play with your cat? Do you not play with your cat? Why do you play with your cat ? How do you play with your cat? Where do you play with your cat? When do you play with your cat?

They play with their cat. They do not play with their cat. Do they play with their cat? Do they not play with their cat? Why do they play with their cat? How do they play with their cat ? Where do they play with their cat ? When do they play with their cat ?

He plays with his cat. He does not play with his cat. Does he play with his cat? Does he not play with his cat? Why does he play with his cat? Where does he play with his cat? How does he play with his cat? When does he play with his cat?

She plays with her cat. She does not play with her cat. Does she play with her cat? Does she not play with her cat? Why does she play with her cat? Where does she play with her cat? How does she play with her cat? When does she play with her cat?

SIMPLE PAST OR PAST INDEFINITE TENSE

Past Indefinite Tense is used

to express actions that took place some time in the past and are over now:

1. Our principal delivered a speech in the morning assembly.

when the time of past action is given:

1. Sonia liked sweets in her childhood.
2. He went to Dehli yesterday.

when the time of past action is asked about:

1. When did your father reach home?
2. When did you visit the Taj Mahal?

when time of past action is not given:

1. She stayed there for many days.
2. I once saw a lion.

in reference to a past habit:

1. She always carried a stick.
2. Manpreet never ate meat.

The word 'used to' is used to show past habit. 'Used to' suggest that something was true or happened for some period in the past but has stopped being true or happening at the time of speaking.

1. He used to drink daily.
2. He never used to smoke.
3. Did he use to help you?

Note: When we want to suggest some past habit we often use **(adverbial)** words like **generally, never, often, sometimes, always, usually**, with simple past tense. e.g. I never ate rice.

Usual structure: Sub. + V2 + object (o.w.)

Note : Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **did + sub + v1 + o.w.? or did + sub + not + v1 + o.w.?**

We always use v2 in affirmative sentences and did + v1 in the rest of the sentences.

Sentence Type	Structure	Examples
Affirmative	Sub+ v2+obj. (o.w.)	She played hockey. We played hockey
Negative	Sub+ did+ not + v1+ obj. (o.w.)	I did not play hockey.
Interrogative (yes/no questions)	Did+ sub. + v1 + obj. (o.w.)?	Did we play hockey?
Interrogative (Wh-questions)	Wh- word + did+ sub. +not+ v1 + obj. (o.w.)?	Why did we play hockey?
Negative Interrogative (yes/no questions)	Did+ sub. +not+ v1 + obj. o.w.)?	Did she not play hockey?
Negative Interrogative (Wh-questions)	Wh- word + did+ sub. +not+ v1 + obj. o.w.)?	Why did you not play hockey?

C. Fill in the blanks with correct form of verb in past indefinite.

- _____ the headmaster not _____ his request? (accept)
- She _____ not _____ this medicine thrice daily. (take)
- _____ he not _____ me for ten minutes? (wait for)
- The pandit _____ religious discourse to the listeners. (recite)
- _____ he _____ to your house? (come)
- Exercise _____ his muscles strong. (make)
- The children _____ not let _____ the crackers. (let off)
- Did I always _____ to the temple? (go)
- The patient _____ the light meal at night. (take)
- _____ the culprit not _____ before the judge? (bring)

D. Rearrange the following jumbled words in the following sentences:

- students / Many / unfair / thought / examinations / . / the
- chased / police / the / 5 / criminals / for / The / hours / . / suspected
- new / He / his / mother / dress / . / made / a
- Lord / I / did / pray / not / to / Shiva / .
- appointed / They / her / tennis / the / coach / .
- independence / Did / get / in / India / 1947 / .
- Kumar / Ravi / Shri / school / . / our / visited / year / last
- The / of / committee / professor / selected / English / . / members / him
- trouble / This / him / a / great / . / affair / caused
- rebate / We / him / of / rupees / . / allowed / hundred

Practice: Do more practice as shown in given example

e.g. He hurt himself while playing in the ground. He did not hurt himself while playing

in the ground. Did he hurt himself while playing in the ground? Did he not hurt himself while playing in the ground? How did he hurt himself while playing in the ground? Where did he hurt himself while playing in the ground?....

SIMPLE FUTURE OR FUTURE INDEFINITE TENSE

Future Indefinite Tense is used:

to describe an action that will take place in future:

1. I shall write a letter tomorrow.
2. My father will come by night train.

in sentences containing clauses of condition and time:

1. She will go to the market, if it does not rain.
2. I shall start my work as he comes.

to describe such habitual actions that will take place in usual course:

1. Summer will come again.
2. Everyone will die one day.

with verbs that are not normally used in the continuous tenses, (e.g. verbs of senses, of emotion, thinking, possessing etc.)

1. You will surely have time for lunch.
2. He will know everything tonight.
3. He will wonder where you are.

'Going to form'

This form (the present continuous tense of the verb **to go**) is used

to refer to a future action that has been planned or scheduled.

We are going to celebrate grandmother's birthday soon.

to refer to an intended future action:

It seems that the Chinese are going to invade through the Pongong.

to predict something that is certain to happen:

With a sky like that, it is going to rain soon.

Usual structure: Sub. + shall/will + V1 + o.w.

We generally use 'shall' with I and We and 'will' with other subjects.

Note : Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **will/shall + sub + v1 + o.w. ? or will /shall + sub + not + v1 + o.w. ?**

Note: In modern English, will has taken precedence over shall and is more widely used even for first person singular and plurals forms.

Sentence Type	Structure	Examples
Affirmative	Sub+ shall/will+ v1+obj. (o.w.)	She will play cricket.
Negative	Sub+ will/shall+ not +v1+ obj. (ow).	I shall not go to Ambala.
Interrogative (yes/no questions)	Will/Shall+ sub. + v1 + obj. (o.w.)?	Will you give me your book?
Interrogative (Wh-questions)	Wh word + will/shall+ sub. + v1 + obj. (o.w.)?	Why shall I give him money?
Negative Interrogative (yes/no questions)	Will/Shall+ sub. +not+ v1 + obj. (o.w.)?	Will they not play hockey?
Negative Interrogative (Wh-questions)	Wh-word will/shall+ sub. +not+ v1 + obj. (o.w.)?	Why shall we not help him?

E. Fill in the blanks with correct form of verb in past indefinite.

- I _____ a letter. (write)
- _____ he _____ you in the morning? (meet)
- The school _____ on Sunday. (open)
- _____ the work not be _____ by tomorrow? (finish)
- _____ he _____ a good player? (become)

F. Rearrange the following jumbled words in the following sentences:

- school / I / to / today / . / shall / go
- much / How / money / you / me / ? / will / give
- you / He / will / not / by / stand / through / and / thin / . / thick
- be / Will / not / released / bail / ? / on / he
- no / There / be / case / hearing / the / tomorrow / . / will / of

Practice: Do more practice as shown in given example.

e.g. We shall visit Kurukshetra tomorrow. We shall not visit Kurukshetra tomorrow. Shall we visit Kurukshetra tomorrow? Shall we not visit Kurukshetra tomorrow? Why shall we visit Kurukshetra tomorrow? And so on

Slight changes can also be made while framing sentences like this. e.g. She will visit the zoo today. I shall not visit her house again....

PRESENT CONTINUOUS TENSE

Present Continuous Tense is used:

to express an action that is taking place at the time of speaking:

- He is writing.
- She is preparing tea.

To indicate an action taking place at the present time but not necessarily at the time of speaking:

- He is writing a book.
- I am writing English Grammar these days.

to show an action that is expected to take place in the near future:

1. My mother is arriving tomorrow.
2. We are meeting tomorrow at 7 p.m.

with 'always' for reported actions usually when the frequency annoys the speaker or it seems unreasonable to him.

1. She is always complaining.
2. You are always finding faults with others.

Note: The following verbs (non action/involuntary actions) are normally used in simple present tense but not in present continuous tense.

1. **Verbs of perception:** see, hear
2. **Verbs of appearing:** appear, look
3. **Verbs of emotion:** want, wish, desire, feel, love

We can use the words 'now', 'at present', 'at this moment', 'these days', 'nowadays', 'presently', 'recently' etc. to suggest that the action is taking place at the time of speaking.

Usual structure: Sub. + is/am/are + V4 + o.w.

We generally use 'am' with 'I', 'is' with 'third person singulars' and 'are' with remaining subjects'.

Note: Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **is/am/are + sub + v4 + o.w. ? or is/am/are + sub + not + v4 + o.w. ?**

1. Why are they quarrelling?
2. How are you returning from Shimla?

G. Fill in the blanks with correct form of verb in Present Continuous Tense.

1. The children _____ their best to succeed. (try)
2. Who _____ at the door so late at night? (knock)
3. The women _____ water from the well. (draw)
4. _____ the minister not _____ a speech? (deliver)
5. The mother _____ not _____ the child. (look after)

H. Rearrange the following jumbled words in the following sentences:

1. someone / Is / knocking / door / ? / at / the
2. full / The / is / not / running / speed / . / with / train
3. the / Are / harvesting / ? / farmers / not
4. correct / That / keeping / time / . / watch / is
5. coming / Where / you / from / time / ? / this / are

Practice: Do more practice as shown in given example.

e.g. She is preparing tea. She is not preparing tea. Is her mother preparing meal?....

PAST CONTINUOUS TENSE

Past Continuous Tense is used:

To express an action which was in continuation at a point of time in the past. The time of action may or may not be indicated :

1. She was swimming in the river.
2. Rohit was repairing the car.

Used without time expression, indicating gradual development:

1. It was getting darker.
2. It wind was rising.

with a point of time for an action which began before that and probably continued after it also:

At six he was having breakfast. (Implies that he was in the middle of breakfast at six)

with a point of time for an action which began before that and probably continued after it also:

At six in the morning Shivank was reading a novel. (Implies that Shivank had not finished reading the novel at six.)

With 'when' and 'while'

1. When he arrived, his mother was washing his clothes.
2. While she was cooking, I was washing my clothes. (two actions are going at a time)

with 'always', 'continually', constantly. Here it denotes the action which is usually being done more frequently or habitually in past.

1. He was always abusing others.
2. She was constantly crying those days.

Usual structure: Sub. + was/were + V4 + o.w.

We use 'was' with 'I and third person singulars' and 'were' with 'we and plural nouns'.

Note: Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **was/were + sub + v4 + o.w. ? or was/were + sub + not + v4 + o.w. ?**

1. Why were they dancing in the park?
2. How was the old man crossing the road in such traffic.

I. Fill in the blanks with correct form of verb in Past Continuous Tense.

1. Mohan _____ rice from the shop. (buy)
2. _____ they not _____ for the examination. (prepare)
3. They _____ their lunch at that time. (take)
4. Sheela was _____ the wet clothes. (wring out)
5. _____ the washerman _____ the clothes? (wash)

J. Rearrange the following jumbled words in the following sentences:

1. leader / margin / Was / our / losing / a / big / votes / ? / by / of
2. playing / He / was / flute / ? / upon / the
3. not / Were / cattle / the / grazing / in / fields / ? / the
4. ironing / The / was / washerman / not / clothes / . / the
5. were / The / pilgrims / Haridwar / . / going / to

Practice: Do more practice as shown in given example.

e.g. They were quarrelling for nothing. We were waiting for the rain. Who was knocking at my gate?....

FUTURE CONTINUOUS TENSE

Future Continuous Tense is used to denote an action, imagined to be going on at some time in the future.

1. I shall be cooking dinner then.
2. Her husband will be watching TV.

Usual structure: Sub. + shall/will + be + V4 + o.w.

It is used as an ordinary continuous tense.

It is used

with a point of time, to express an action which begins before that time and may continue after it. See the following example:

Imagine a class of students of **seventh at 11:30 on Saturday.**

We may say: Now all the students are sitting in the classroom. The students are listening to the teacher. There is no class on Sunday. So on Sunday they will not be sitting in the class. They will not be listening to the teacher. The students will be working at their homes. Sneha will be reading in her room. Sania will be washing clothes. Mohit will be going to the market with his father. Rahul will be talking lunch with his neighbour. Astha will be shopping.

to express future without intention:

I will be helping my mother in the kitchen tomorrow. (The action is not planned. It merely states that this action will happen.)

I will be meeting him on Sunday. (No prior arrangement or appointment)

He will be working in this office tomorrow. (as usual)

Note : Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **shall/will + sub + be + v4 + o.w. ? or shall/will + sub + not + be + v4 + o.w. ?**

K. Fill in the blanks with correct form of verb in Future Continuous Tense.

1. She tea this time. (prepare)
2. we not Independence day? (celebrate)

3. the students their lesson? (learn)
4. The students not to school. (go)
5. they not up their deficiency? (make)

L. Rearrange the following jumbled words in the following sentences:

1. will / My / brother / be / the / too / car / fast / . / driving
2. will / patient / be / medicine / . / taking / The
3. be / Will / it / snowing / Shimla / ? / in
4. peon / the / The / will / be / bell / . / not / ringing
5. a / The / will / making / noise / . / be / girls

Practice: Do more practice as shown in given example.

e.g. I shall be listening to the music. We shall be waiting for the train....

PRESENT PERFECT TENSE

Present Perfect Tense is used

to show an action that has just been completed.

1. He has just arrived.
2. Shalu has just gone out.

'Just' must be place between the auxiliary and the main verb. It is not normally used in negative. It is used in affirmative though the interrogative form is also possible. Has she just gone out?

for 'past actions' where time is not known:

(for recent action where time is not mentioned)

I have read the notice but I don't understand it.

(possible answers to questions in the present perfect is used in questions and answers for past actions)

Have you seen my book? – Yes, I have/ No, I haven't.

to express actions which took place in the past but the result of which can be seen in the present time.

1. He has cut his finger. **(Now it requires treatment.)**
2. The lift has broken down. **(You have to use stairs.)**
3. I have washed the bike. **(Now it can be used.)**

to express an action, beginning at sometimes in the past and continuing up to the present moment:

- a) Sheenam has been ill since last Monday. **(Sheenam is still ill)**
- b) We haven't seen Suman for three months. **(We haven't seen her so far.)**

with 'yet', 'ever', 'never', 'occasionally', 'often', 'so far', 'several times', 'already', 'up to

now' etc.

1. Have the children not gone to school yet?
2. I have already seen this movie.
3. I have never been down a mine.
4. Have you done much work this week?
5. Up to now everything has been okay.
6. We have no troubles so far.
7. Have you ever fallen off a horse?

with 'since + a point of time', 'since + a clause', or since as adverb etc:

1. It is two months since I have smoked a cigarette.
2. I haven't seen him since January.

in the following type of sentences:

1. This is the worst novel, I have ever read.
2. This is the first time that I have heard him sing.
3. This is the third time, you have asked me the same question.

in newspaper reports and live broadcasts:

1. Four million rupees worth of heroin has been seized from the smugglers.

in the sentence structure with 'It is':

1. It is two months since I have taken coffee.

for habitual actions:

1. They have always answered my mails.

Note : We must not use the adverbs of past time like; yesterday, last year, last month, ago, short while, ago etc. in present perfect tense.

1. He has gone to Mumbai yesterday.(incorrect) He went to Mumbai yesterday. (Correct)
2. Have met her three days ago. (Incorrect) I met her three days ago.(Correct)

Usual structure: Sub. + has/have + V3 + o.w.

Note : 'have' is used with I, we, you, they or any plural noun.

'has' is used with He, she, it, name or any singular noun.

Note: Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **has/have + sub + v3 + o.w. ? or has /have + sub + not + v3 + o.w. ?**

'Just' is placed between the auxiliary verb and the main verb.

M. Fill in the blanks with correct form of verb in Present Perfect Tense.

1. The summer season _____ just _____. (begin)
2. The cholera _____ in the city. (break out)

3. The train _____ not yet _____ at the station. (arrive)
4. Has someone _____ fire to the forest? (set)
5. The servant _____ not yet _____ the letter. (post)

N. Rearrange the following jumbled words in the following sentences:

1. up / Have / deficiency / made / your / Hindi / ? / in / you
2. your / Has / brother / cold / ? / caught
3. rainy / Has / the / begun / ? / season
4. since / I / eaten / nothing / morning / . / have
5. not / Have / given / drinking / ? / up / you

Practice : Do more practice as shown in given example.

e.g. I have not seen it before. He has not seen it before. How have you seen it before?....

PAST PERFECT TENSE

Past Perfect Tense is used

for an action which began before the time of speaking in the past and was still continuing at that time:

1. He had been a captain for ten years.

to describe an action completed before a certain point of time in the past:

1. He had learnt English in his childhood.

If two actions happened in the past it may be necessary to show which action happened earlier than the other. The past perfect and simple past combination is mainly used in such situations. The simple past is used in one clause to show the action that happened later and the past perfect in the other to show the action that happened earlier.

1. He had left for school when I went to his house.

with verbs such as hope, expect, think, mean, suppose, want, imagine, intend etc. to suggest an expected past action that did not take place.:

School authorities had hoped that most of the students would come to the fest. (but they didn't)

after 'when' to describe the first action: when the first action was completed before the second one started:

When Ramesh had shut the door, we had opened the window of the cage. (We waited for the door to be quite shut before opening the window.

with 'till/ until' and 'before'. It refers to the completion or expected completion of an action:

1. The principal refused to leave till he had signed all the vouchers.
2. Before we had walked three kilometers she complained of pain in her ankle.

'after' is normally followed by past perfect tense instead of simple past:

After the will had been read there were joyous exclamations.

While transforming direct narration to indirect narration the past simple and present perfect tenses are changed into past perfect. (when reporting verb is in past):

1. She said to me, "I have already read the novel."
She told me that she had already read the novel.
2. He said to me, "Tommy died two days ago."
He told me that Tommy had died two days before.

in conditional sentence also, as following:

1. If he had met me, I would have helped him.
2. If he had informed me, I would have gone in the meeting.

Learn the below structure:

If + subject + had + v3 + ... + would have + v3 + ...

1. If he had come to me, I would have helped him.
2. Had he come to me, I would have helped him. (both the sentence have the same meaning.)

Usual structure : Sub. + had + V3 + o.w.

Note : Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **had + sub + v3 + o.w.? or had + sub + not + v3 + o.w.?**

1. When had they finished their lesson?
2. Why had he not attended the class?

O. Fill in the blanks with correct form of verb in Past Perfect Tense.

1. The teacher _____ many questions after he finished the lesson.
(ask)
2. I _____ the letter before the postman came. (write)
3. I told you that they _____ the examination. (pass)
4. Ramesh _____ not _____ before the sun rose. (get up)
5. _____ the farmer _____ their crops before the rainy season began?
(harvest)

P. Rearrange the following jumbled words in the following sentences:

1. houses / season / Had / repaired / the / their / before / rainy / began / ? / they

2. woke / She / not / boiled / the / before / the / children / up / . / water / had
3. tickets / We / purchased / before / train / the / came / . / had
4. away / The / had / run / before / police / the / came / . / thief
5. went / him / He / had / see / meal / when / I / to / at / his / his / house / . / taken

Practice: Do more practice as shown in given example.

e.g. The meeting of the principals of the Hindu Education Society had begun when I reached there. Had the meeting of the principals of the Hindu Education Society not begun when you reached there....

FUTURE PERFECT TENSE

Future Perfect Tense is used

to describe the actions which are going to be completed on some future date or time:

1. The mechanic will have repaired the car by 5 o'clock.
2. He will have finished his lunch by then.

Note : We use 'by' ('by then', 'by that time', 'by the 16th') for time expression.

When two actions are to be taken on some future time, we use future perfect tense for the action completed first and present simple for the action to be completed afterward:

1. The function will have started before we reach there.
2. The mechanic will have repaired the bike before it strikes seven.

to express such future incidents/actions about which we presume that another person already had the knowledge of that incident or the action is already completed by that time.

1. You will have heard about our plan of investment.
2. They will have completed the work so far.

Usual structure: Sub. + shall/will + have + V3 + o.w.

Note : Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **will/shall + sub+ have + v3 + o.w.? or shall/will + sub + not +have + v3 + o.w.?**

1. How will he have passed 9th standard next year.
2. Why will he have not come in the meeting?

Q. Fill in the blanks with correct form of verb in Future Perfect Tense.

1. The peon _____ the bell before I reach the school.(ring)
2. The passengers _____ the inn before the sun sets.(reach)
3. _____ we _____ the news of Mohan's success by next Monday?(hear)
4. The washerman _____ not _____ the clothes by then.(iron)

5. I _____ not _____ his letter by next Tuesday.(answer)

R. Rearrange the following jumbled words in the following sentences:

1. have / Will / you / essay / this / tomorrow / ? / written / by
2. have / their / The / will / reached / before / sun / birds / sets / . / the / nests
3. all / Will / the / not / papers / have / evaluated / been / before / end / of / month / ? / the / this
4. have / I / shall / this / learnt / poem / heart / sun / the / sets / . / by / before
5. they / Will / have / the / tomorrow / ? / sold / by / oxen

Practice: Do more practice as shown in given example.

e.g. Shri Ravi Kumar will have taken his lecture on IT before lunch break. Will Ravi Kumar have taken his lecture on IT before lunch break?....

PRESENT PERFECT CONTINUOUS TENSE

This tense is used to denote an action which began some time in the past and is still continuing.

1. They have been building this house for six months.
2. We have been watching TV since morning.

Usual structure : Sub. + has/ have + been + V4 + since/for + o.w.

Note : 'have' is used with I, we, you, they or any plural noun.

'has' is used with He, she, it, name or any singular noun.

'Since' is used to denote **'point of time'**. (3 o'clock, last night, Tuesday, evening, March, 2003 etc.)

'For' is used to express **'period of time'**. (three hours, two weeks, many days, a long time, some time etc.)

Note : Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **has/have + sub+ been + v4 + since/for + o.w.? or has/have + sub + not +been + v4 + since/for + o.w.?**

S. Fill in the blanks with correct form of verb in Present Perfect Continuous Tense.

1. _____ these dogs not _____ for enough time? (quarrel)
2. _____ the storm not _____ since morning?(blow)
3. For how many days _____ the farmers _____ the crop? (harvest)
4. _____ Pakistan _____ for the war for many years? (prepare)
5. Their team _____ not _____ for many decades. (win)
6. The monkey charmer _____ his tricks since 2 o'clock. (show)

T. Rearrange the following jumbled words in the following sentences:

1. learning / this / poem / by / heart / for / ten / minutes / . / been / I / have
2. raining / It / been / morning / . / since / has / heavily
3. two / The / has / been / chairs / for / making / hours / . / carpenter
4. been / He / to / last / school / since / Friday / . / coming / has
5. dealing / His / has / been / in / since / sugar / 1960 / . / father
6. last / I / not / been / have / tea / for / the / 7 / years / . / taking

Practice: Do more practice as shown in given example.

e.g. Shri Bal Krishan has been informing the principals for the last 40 minutes. Why has Ravi Kumar been speaking on this topic for the last 30 minutes?....

PAST PERFECT CONTINUOUS TENSE

This tense is used to report an action or event that occurred before a certain point in the past, the effect of which is still visible when we refer to past.

1. When I joined the school, she had already been teaching there for two years.
2. I had been waiting for him for two hours.

Usual structure : Sub. + had + been + V4 + since/for + o.w.

Note : Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **had + sub+ been + v4 + since/for + o.w.? or had + sub + not +been + v4 + since/for + o.w.?**

U. Fill in the blanks with correct form of verb in Past Perfect Continuous Tense.

1. The people _____ Desherra for ten days?(celebrate)
2. I _____ for the examination for a month. (prepare)
3. His nose _____ not _____ for two days.(blow)
4. The child _____ not _____ for two hours.(weep)
5. _____ Mr Balkrishan _____ in Vidya Bharti for the last 8 years ? (serve)

V. Rearrange the following jumbled words in the following sentences:

1. had / Since / when / dozing / ? / he / been
2. birds / Has / chirping / the / not / morning / ? / been / since
3. been / Had / riding / the / for / hours / ? / he / two / horse
4. running / Had / the / two / tap / for / hours / ? / been
5. been / Had / not / plucking / for / hours / ? / they / two / flowers
6. giving / Mr / Ravi / the / has / last / been / his / Vidya / Bharti / for / 4 / years / . / to / services

Practice: Do more practice as shown in given example.

e.g. The doctor had been treating the patient for many days. Had the doctor been treating the patient for many days?....

FUTURE PERFECT CONTINUOUS TENSE

This tense is used to denote an action which is in progress over a period of time and that will be completed at some time in future.

1. We shall have been residing here for six years by the year 2019.
2. I shall have been studying in this school for three years by next July.
3. I shall have been reading for six hours by 7 o'clock.

Usual structure : Sub. + will/shal +have + been + V4 + since/for + o.w.

Note : Who/ What/ When/ Where/ Which/ Whose/Whom/How are followed by **will / shall + sub + have + been + v4 + since/for + o.w.? or will/shall + sub + not +have + been + v4 + since/for + o.w.?**

W. Fill in the blanks with correct form of verb in Future Perfect Continuous Tense.

1. They _____ not _____ anything for two months.(do)
2. The children _____ not _____ flowers since morning.(pluck)
3. The birds _____ in the garden since morning.(chirp)
4. She _____ to God since morning.(pray)
5. The gardener _____ the plants for two hours.(water)
6. The carpenter _____ not _____ the table since morning.(repair)

X. Rearrange the following jumbled words in the following sentences:

7. two / Will / wrestlers / have / not / been / for / hours / ? / wrestling / the
8. been / Will / not / have / his / staying / with / uncle / childhood / ? / he / since
9. when / Since / will / the / have / been / ? / watering / farmers / fields / the
10. taking / Mohan / will / have / not / been / exercise / 5 o'clock / . / since
11. for / He / have / will / waiting / for / train / the / two / hours / . / been
12. studying / He / have / ten / been / minutes / . / will / for

Practice: Do more practice as shown in given example.

e.g. We shall have been waiting for the train for 20 minutes. They will have been washing the clothes for an hour. The students will have been reading in the room for 40 minutes....

Important Note: After the students gets the knowledge of tenses , a combined practice of the tense can be done making slight changing or adding some words. e.g.

	PRESENT	PAST	FUTURE
INDEFINITE	Shivank plays in the garden	Shivank played in the garden	Shivank will play in the garden.
CONTINUOUS	Shivane is playing in the garden.	Shivane was playing in the garden	Shivane will be playing in the garden.
PERFECT	Kartik has played in the garden.	Kartik had played in the garden.	Kartik will have played in the garden.
PERRFECT CONTINUOUS	Aditya has been playing in the garden since morning.	Aditya had been playing in the garden since morning.	Aditya will have been playing in the garden since morning.



DIRECT AND INDIRECT SPEECH

Narration: Direct Narration and Indirect Narration or Direct Speech and Indirect Speech.

The words said by anyone can be expressed in two ways such as

1. Yeshpal said, "I am going to the college."
2. Yeshpal said that he was going to the college.

In the first sentence we see that the exact words of the speaker are given as Yashpal said them.

This is called **direct speech** or **direct narration**.

In second the sentence we find that the words of the speaker are changed. This is called the **indirect speech** or **indirect narration**.

- ◆ In first sentence "**I am going to the college.**" is called **reported speech** and Yashpal said is called **reporting** verb.

Placement of a reporting verb:

The reporting verb can be placed in the first place of a sentence, in the middle of a sentence or in the latter part of a sentence.

1. My father said to me, "You are a worthy son, so we expect much from you."
2. "You are a worthy son," said my father to me, "so we expect much from you."
3. "You are a worthy son, so we expect much from you," said my father to me.

In sentence 1 the reporting verb is placed in the first part of the sentence, in sentence 2 it is in the middle part and in sentence 3 it is placed in the latter part of the sentence.

Difference between direct and indirect speech

- ◆ The words in the inverted commas are called reported speech.
- ◆ The verb introducing reported speech is called reporting verb.
- ◆ Reported speech is enclosed within inverted commas.
- ◆ A comma separates the reported speech from the reporting verb.
- ◆ The first word of the reported speech begins with a capital letter.
- ◆ In indirect speech no capital letters are used except for proper nouns and proper adjectives.
- ◆ In indirect speech, a conjunction, if required, is used whereas conjunction is not used in direct speech. The conjunction 'that' is generally used.

Changes:

- ◆ The comma following the reporting verb is removed and so are the inverted commas.
- ◆ The capital letter is no longer necessary except when it is a proper noun or pronoun 'I'.
- ◆ The reported speech is generally introduced by the conjunction 'that'
- ◆ There are changes in reported speech in the tense of the verb, person of the pronouns and in some other words.
- ◆ The tense of the reporting verb remains unchanged.
- ◆ The words showing nearness are changed into words showing distance.

Rules for changing direct into indirect speech

- ◆ If reporting verb is in present or future tense (in any form of it), the tense of the verb in the reported speech is not changed.
 1. Amanpreet Singh says, "I want to go home."
Amanpreet Singh says that he wants to go home.
 2. The servant will say, "I am ready."
The servant will say that he is ready.
- ◆ If the reporting verb is in the past tense, the present tense of the verb in the reported speech is changed into the corresponding past tense.
 1. Arshit Sharma said, "I go to school daily."
Arshit Sharma said that he went to school daily.
- ◆ The past Indefinite Tense (in the reported speech) is often changed, but not always in to Past Perfect Tense
 1. Davinder Singh said, "I spoke to Dhruv Kumar."
Davinder Singh that he had spoken to Dhruv Kumar.
- ◆ The Past Continuous Tense in the reported speech is changed into Past Perfect Continuous Tense.
 1. Ramanpreet Kaur said to her, "I was going to Kurukshetra."
Ramanpreet Kaur told her that she had been going to Kurukshetra.
- ◆ The Past Perfect and the Perfect Continuous Tenses are never changed.

Exceptions:

- ◆ There will be no change in the tense if the reported speech expresses a universal truth, habitual fact or a proverb. e.g
 1. The teacher said to Gurjiwan Singh, "The earth moves round the sun."
The teacher told Gurjiwan Singh that the earth moves round the sun.
 2. Gurjot Singh said to Gurlal Singh, "Cats mew."
Gurjot Singh told Gurlal Singh that cats mew.

3. Bhumika Sharma said, "A bad workman quarrels with his tools."
Bhumika Sharma said that a bad workman quarrels with his tools.

A. Solve the following exercise: (for oral practice)

1. She said, "Heavy rains bring flood."
2. Sham said, "God helps those who help themselves."
3. He said, " My mother gives alms to the poor everyday."
4. My teacher said, "India became free on 15th of August, 1947."
5. Our science teacher said, "Light travels in a straight line."
6. The Guru said to the disciple, "God rules and governs all things."
7. The old man said, "Milk is useful to our health."
8. The teacher said, "Eyes are a great blessing."
9. We said, "Work is worship."

◆ **If the state of affairs still exists when the speech is reported. e.g.**

1. Diksha Sain said, "There is a rift between the brothers over property."
Diksha Sain said that there is a rift between the brothers over property.
(The rift between brothers continues when Diksha Sain reported speech.)

◆ **When the reported speech has a time clause, its tense does not change. e.g.**

1. Drishti said, "When Gurleen was studying in Kurukshetra, she daily met Kanika."
Drishti said that when Gurleen was studying in Kurukshetra, she daily met Kanika.

Rules for change of pronoun and possessive adjectives:

1 → S (1st person changes according to the subject of the reporting verb)

2 → O (2nd person changes according to the object of the reporting verb.)

3 → N (3rd person pronouns are never changed.)

(1 = 1st person, 2= 2nd person, 3= 3rd person, S=subject, O=object, N= no change)
i.e.

- ◆ **1st person** (I, we, me, us) changes according to the subject.
- ◆ **2nd person** (you, your) changes according to the object.
- ◆ **3rd person** (he, she, it, they, Ramesh, Gitika) does not change.

Pronouns and possessive adjective of the first person are changed into the pronouns and possessive adjectives of the same person according to the subject of the reporting verb.

Change according to first person

1. **We** said, "**We** are the real hero of **our** country."
We said that **we** were the real hero of **our** country.

2. I said, "I am going with my mother."
I said that I was going with my mother.

In the above sentences We, our and I, my change according to We and I respectively.

Change according to second person

3. You said, "I want to go to Agra with my father."
You said that you wanted to go to Agra with your father.
In the above sentences I and my change according to you.

Change according to third person

4. He said, "I have to do my work."
He said that he had to do his work.
5. They said, "We have made our plan in our house."
They said that they had made their plan in their house.
6. The man said, "I am worried about my health."
The man said that he was worried about his health.
7. The girl said, "We find it difficult to cheat our friends."
The girl said that they found it difficult to cheat their friends.

In the above sentences I, my / We, our / I, my and We, our change according to subjects of the reporting verbs He, They, man, and girl respectively.

Pronouns and possessive adjective of the second person are changed into the pronouns and possessive adjectives of the same person according to the object of the reporting verb.

Change according to first person

8. Rohit said to me, "You have spoiled your health."
Rohit told me that I had spoiled my health.
In the above sentence You, your change according to me.

Change according to second person

9. Sonia said to you, "You have served your parents well."
Sonia told you that you had served your parents well.
In the above sentences You and your change according to you.

Change according to third person

Manisha said to her, "You have lost your purse in the bus."
Manisha told her that she had lost her purse in the bus.
In the above sentences You and your will change according to her.

Exception:

'We' is not changed when it indicates mankind or when it indicates the person spoken to

1. He said to me, "We should help the poor."
2. He told me that we should help the poor.

'We' is changed into 'he' or 'she' according to the meaning, when it is used for 'rulers' or 'authors'.

1. The queen said, "We want all our people to be happy and prosperous."
2. The queen said that she wanted all her people to be happy and prosperous.
3. The author said, "We have tried to make the book useful."
4. The author said that he had tried to make the book useful.

The Past tense in the reported speech is not changed if the reported speech states a past historical event or states impossible future condition.

1. He said to me, "If you were there, you would not tolerate this."
2. He told me that if I were there I should not tolerate that.

For the sake of clearness it is better to write in brackets the noun, after the change, pronouns if both the subject and the object of the reporting verb are in the third person, as.

1. Sham said to Govind, "I shall help you."
2. Sham told Govind that he(Sham) would help him(Govind).

If **say, says, will say, has said**, have said are not followed by **'to'** they remain the same in assertive sentences. They do **not change** into **tell** or **tells** but if they are **followed** by **'to'** the changes are as below:

say to→tell, ask, says to→tells, asks, said to→told, asked, has said→has told, has asked, have said→have told, have asked.

B. Solve the following exercise: (for oral practice)

1. Kunal says, "Jatin is very wise."
2. The doctor says, "The patient is feeling better."
3. Neeraj says, "Navneet Kaur flew a kite."
4. Nishu Rani will say, "Baljit will win the prize."
5. Noordeep will say, "Neetu always stands first in the class."
6. Om Prakash will say, "Paras gave Pragat Singh a new pen."
7. Shankar will say, "Parmpal goes to the cinema daily."

If the reporting verb is in the past tense the reported speech is changed into corresponding past tense.

1st form→2nd form, 2nd form→had, is/am/are→was/were, was/were→had been, has/have→had, had→had been, must→had to, would→have to, needn't→would not have to, can→could, may→might, shall / will→should / would.

C. Solve the following exercise: (for oral practice)

1. Muskan said, "Prabhjot can swim across the river."
2. Arti said, "The girl is singing a song."
3. Mayank said, "The fountain is playing."
4. Aayush said, "Nandini has written a poem."
5. Shivangi said, "Gurleen told a lie."
6. Navdeep said, "Ridhi was reading a book."
7. Karamjeet said, "Kartik may win the race."
8. Navdeep said, "Sunita's nose is running."
9. Sanjay said, "Rajpreet Kaur has passed."
10. Poonam said, "Rajveer has been running for two hours."
11. Rakhi said, "The tiger killed the deer."
12. He said, "I have played a match."
13. You said, "I did not receive the letter."

For practice only: He says to me, "I am putting **my** pen in **your** pocket so that **your** brother take it and give it to **your** sister who was **my** class-fellow in **my** childhood and I had met **her** when I was going to the market with **my** uncle and **your** father."

D. Solve the following exercise : (for oral practice)

1. They said, "The police did not arrest the thief."
2. Ashok said, "Meena was telling a lie."
3. I said, "The girls were not singing."
4. The teacher said, "Mohan will read it."
5. He said, "He will be writing a letter."
6. Ram said, "Sham can jump over the wall."
7. The old man said, "It may rain any time."
8. Sham said, "Mohan will have written a letter."
9. She said, "She will have been washing the clothes since morning."
10. Sham said, "Mohan takes exercise daily."

The words showing nearness are changed into the word showing distance:

- ◆ My father said to me, "I am not feeling well **today**."
- ◆ My father told me that he was not feeling well **that day**.

Rules for change of words showing nearness:

Word	Change	Word	Change
here	there	today	that day
this	that	come	go
these	those	yesterday	the previous day, the day before
thus	so, in this way	tomorrow	the next day, the following day
now	then	last night	the previous night, the night before
thus	so, in that way	last week	the previous week
hence	thence	the next day	the following day
hither	thither	the last day	the previous day

- ◆ The teacher said to the boys, "I shall finish this lesson tomorrow"
- ◆ The teacher told the boys that he would finish the lesson the next day.

E. Solve the following exercise : (for oral practice)

1. I said to him, "It may rain tomorrow."
2. They said to me, "We went to the zoo yesterday."
3. I said to her father, "I bought this pen last week."
4. Ram said to you, "I will leave this place tomorrow."
5. The teacher said to the boys, "Today is Monday."
6. I said to my sister, "You should go to school now."
7. She said to me, "You have been living in this house for six months."
8. I said to her, "My brother died seven years ago."
9. I said to him, "It may rain tomorrow."
10. He said to me, "Ram was in the town last week."

must → had to, needn't → would not have to / did not have to, must → would have to, mustn't → would not have to .

I said to my father, "I must go at once."

I told my father that I had to go at once.

My teacher said, "You needn't go."

My teacher told me that I did not have to go.

I said to my host, "I must meet your son next week."

I told my host that I would have to meet his son next week.

I said to my uncle, "I needn't meet your son next week."

I told my uncle that I would not have to meet his son next week.

My father said to me, "You must obey your parents."

My father told me that I had to obey my parents.

Interrogative sentences:

1. The reporting verb **said** of the **direct speech** is **changed** into **ask/asked, enquire/enquired** and **demand/demanded**. Words **enquire** and **demand** are followed by preposition 'of'.
2. The question mark is dropped. The **interrogative** form changes into **statement**.
3. The **conjunction** is also **not used** in 'Wh' questions.
4. The **reporting verb** is **followed by 'whether' or 'if'** in 'yes/no' questions.
 - ◆ **The boy said to the teacher, "May I go out?"**
 - ◆ **The boy asked the teacher if he might go out.**
 - ◆ **I said to her, "What is your name?"**
 - ◆ **I asked her what her name was.**

F. Solve the following exercise: (for oral practice)

1. Suresh said to Mohan, "Why were you absent from the class yesterday?"
2. Ramneet Kaur said to the teacher, "May I come in?"
3. The teacher said to me, "Do you take exercise daily?"
4. He said to me, "Are you reading a book?"
5. He said to me, "Do you know my name?"
6. The teacher said to the boy, "Why are you late today?"
7. The traveler said to me, "Can you tell me the way to the nearest inn?"
8. The policeman said to the thief, "Which way did you enter the house?"
9. The constable said, "Which way did the thief go?"
10. I said to the bookseller, "What is the price of this book?"
11. The teacher said to them, "Do you do your home work daily?"
12. Ramesh said to Rajesh, "Did you go to the market today?"
13. The speaker said to the old man, "Were you present at my lecture yesterday?"

Imperative Sentences: commands, requests, advice

The sentences which start from V1, don't + V1, Never+ V1 or Please +V1 are called Imperative sentences.

1. **Said** and **said to** are changed into **requested / advised / ordered /asked / directed / forbade** etc.
2. And in **negative sentences** if we want to use asked, **don't** is changed into '**not to**' and '**never**' is changed into '**never to**', '**to**' is **placed before** the **main verb** and other changes are same.

3. The verb of the direct speech is changed into an infinitive.

◆ I said to her, "Give me my pen."

◆ I asked her **to give** me my pen.

◆ The doctor said to Mehakdeep, "Eat healthy food."

◆ The doctor **advised** Mehakdeep **to eat** healthy food.

G. Solve the following exercise : (for oral practice)

1. I said to her, "Kindly help me."

2. I said to Ganesh, "Please, lend me hundred rupees."

3. The beggar said, "Kindly give me food."

4. Mohan said, "Kindly wait here till I return from my village."

5. I said to my servant, "Fetch my umbrella."

6. My father said to me, "Do not go bare-foot in the sun."

7. The Judge said to the thief, "Speak the truth or face long imprisonment."

8. The teacher said to the students, "Stop making a noise."

9. The father said to his son, "Avoid bad company."

10. The boy said to the headmaster, "Please, allow me to attend the class."

11. The teacher said to the boys, "Never come late."

12. The general said to the soldiers, "Attack the enemy."

Use of 'Let'

1. Sentences starting from '**Let us**' are changed into **proposed/suggested/requested/ordered** and '**should**' is used in place of '**us**'.

2. The direct speech beginning with '**Let**' is introduced by **suggested/proposed that ...should...** or by **requested / ordered ...to let...** **when it is changed into indirect speech**

◆ Monika Rani said to Mehak, "Let us go on a picnic."

◆ Monika Rani **suggested** Mehak that they **should** go on a picnic.

H. Solve the following exercise: (for oral practice)

1. He said to his class-fellows, "Let us work -hard."

2. The principal said to the peon, "Let the boys see those pictures."

3. He said to the waterman, "Please, allow me to have a glass of water."

4. The hare said to the tortoise, "Let us run a race"

5. He said to us, Let us go to the canteen for a cup of tea."

6. I said to my brother, "Let me go to school, please."

7. The headmaster said to the teacher, "Let us go out for a picnic."

8. The monitor said to the students, "Let us sit in the sun."

9. I said to my brother, "Let us construct a new house."

Optative Sentences

'Said to' is changed in 'wished or prayed' which are followed by 'that' and 'you' is replaced with the object of the reporting verb ; 'might' is inserted after the subject. '!' is changed into '.'.

- ◆ The priest said to the married couple, "May God bless you."
- ◆ The priest wished the wedding couple that God might bless them.
- ◆ The servant said to the master, "Good morning, sir."
- ◆ The servant wished the master good morning.

I. Solve the following exercise: (for oral practice)

1. She said, "Would that I were a princess!"
2. He said, "May God reward this act of yours!"
3. The poor man said, "May you be happy!"
4. The mother said, "May you pass the test my son!"
5. All said together, "May god grant peace to the departed soul!"
6. They said, "May there be peace and prosperity in this world!"
7. "Would that I were blind!" said my friend.
8. They said to him, "May God reward you for this goodness!"
9. People said, "May king Bruce rule over Scotland again!"
10. The father said to the child, "May you do well in life!"
11. The mother said to her son, "May you win a scholarship!"
12. The old man said to the boy, "May you live long and be happy!"

Exclamatory Sentences

Hurrah → exclaimed with joy, Alas → Exclaimed with sorrow or regret, What → exclaimed with surprise or wonder, Bravo → applaudedsaying....., what a → a very, how → very, splendid → applaudedsaying

- ◆ The old lady said, "How foolish I am!"
- ◆ The old lady exclaimed with regret that she was very foolish.
- ◆ Sahil said, "Hurrah! I have won the lottery!"
- ◆ Sahil exclaimed with joy that he had won the lottery.

J. Solve the following exercise: (for oral practice)

1. Sohan said, "What a dark night!"
2. They cried, "Alas! He is dead."
3. The players said, "Alas! We have lost by one goal."
4. Ram said, "Alas! I have lost my all."
5. The captain said to them, "Bravo! You have done well."
6. He said, "Hurrah! I will join my parents again after five years."
7. I said, "What a beautiful book!"

8. The captain said, "Bravo! You have brought fame to the school, my boys."
9. "What a lazy boy you are!", he said to me.
10. The lady said, "What a beautiful sight!"
11. The woman said, "What a dark night!"
12. The boys said to the teacher, "Good morning, sir."
13. He said, "I assure you that I shall be there."
14. I said to my friend, "Welcome."
15. I said, "Thank you, Rajeev."

K. Practice Exercise (for oral practice in class)

1. Ram said to Sham, "I shall help you."
2. You said, "I have done the work."
3. He said to us, "I cannot work if you make a noise."
4. Sita said to her sister, "I have finished my home work today."
5. Ram will say, "We have seen a tiger in the circus."
6. I said to Pinki, "I am going to Delhi."
7. He said to me, "You cannot finish the work in time."
8. "You have done it very badly, my boy", said the teacher.
9. He said, "I came here yesterday."
10. The patient said, "I am much better now."
11. He said to me, "I will go there tomorrow."
12. He said to me, "What is your name?"
13. He said to me, "When will you come back?"
14. The old man said, "Who are you?"
15. He said to me, "Why are you late?"
16. The teacher said to the boy, "Are you going home?"
17. The lady said to the girl, "Do you live in this house?"
18. Ram said to me, "Will you go to school?"
19. The boys said to the teacher, "May I come in, sir?"

Some Typical constructions:

She said to the stranger, "Well, what do you want?"

She inquired of the stranger what he wanted.

He said to me, "Beware of pick-pockets."

He warned me against pick-pockets.

My brother said, "I hope to pass."

My brother expressed the hope that he would pass.

I said, "What! You have passed."
I was surprised to learn that he had passed.

She said, "God knows, I did not touch it."
She called upon God to witness that she had not touched it.

I said to her, "Rest assured, I will not desert you."
I assured her that I would not desert her.

He said, "No, I have not found your book."
He denied having found my book.

Read the following passage and pick out different parts of speech.

Paying homage to the martyrs of Jallianwala Bagh Massacre

A century ago, hundreds of Punjabis had faced bullets for the cause of freedom. Their supreme sacrifice continues to inspire us....

On April 13, 1919, Amritsar's Jallianwala Bagh witnessed a bloodbath that changed the course of India's freedom struggle. The might of British imperialism failed to crush the indomitable Punjabi spirit. Bhagat Singh, Sukhdev, Rajguru, Udham Singh, Lala Lajpat Rai and other die-hard patriots fought back bravely for their motherland.

Now in the centenary year of this monumental tragedy, we salute the martyrs whose supreme sacrifice marked a paradigm shift in the Independence movement and became the symbol of a nation waking up to march towards its destiny.

We, the citizens of India, salute the martyrs to whom we owe our freedom.



Activity

Take interview of your English Teacher / Class Teacher / Vice Principal / Principal

THE VOICE: ACTIVE AND PASSIVE

The verbs are of two kinds – **transitive and intransitive**. A transitive verb has one or two objects (direct and indirect) and an intransitive verb is without an object.

A transitive verb has two voices: Active voice and passive voice.

Women like sweets.

In this sentence, **one** is the **doer** of the action and the **other** is the **receiver** of the action.

Subject = Women, **action** = like, **object** = sweets.

'**Women**' perform the action of '**like**'. So we can say that the verb like is in **active voice**.

Now see the sentence below:

Sweets are liked by women.

Here **sweets** as subject **do not perform** the **action** rather **receive** the action of being **liked** by **women**, not like the women. As the object of the active voice '**sweets**' becomes the **receiver** of the action in **passive voice** so we can say that the above sentence is in passive voice.

We note that it is only the **verb** that **changes** but **subject** and **object** remain the **same**.

We can say that voice is that form of verb which shows whether what is denoted by the subject **does something** or **something has done to it**.

In written and spoken English, we **generally** use **active voice** as it is more sober and meaningful. But sometimes when the subject in a sentence is **unimportant** or **unknown**, we use **passive voice**.

While **changing voice**, the **active subject becomes** the **passive object** and the **active object becomes** the **passive subject**.

Active Voice: Subject + verb + object.

Passive Voice: Object + (is / am / are / was / were / be / been / being) + 3rd form of verb + by (to / at / in / with) + subject.

A verb is said to be in **active voice** if its **subject acts or is active**.

A verb is said to be in **passive voice** if its **subject does not act but suffers the action**.

Active: 1. I eat mangoes. 2. You love your parents. 3. She hates dance. 4. Ragini likes music.

Passive: Mangoes are eaten by me. 2. Your parents are loved by you. 3. Dance is hated by her. 4. Music is liked by Ragini.

The changes from active to passive take place as follows :

Function	Change
1st form / do/ does	is / am / are
2nd form / did	was / were
shall / will / can / could / may / might / ought to / should / would / must /	shall be / will be / can be / could be / may be / might be / ought to be / should be / would be / must be
has / have / had	has been / have been / had been
(is / am / are) + v1ing	(is / am / are /) being + V3
(was / were) + v1ing	(was / were) being + V3
shall have / will have	Shall have been / will have been

If the **subject** is a **pronoun** it should be changed into **objective case**

1. I is changed into me .	2. We is changed into us .
2. You is changed into you .	4. He is changed into him .
3. She is changed into her .	6. It is changed into it .
4. They is changed into them .	8. Ram is changed into Ram .
5. Who is changed into By whom	10. Whom is changed into Who .

An **intransitive** verb does **not** require an **object** after it to complete the sense or action .e.g.

1. He dances. 2. Children play.

A **transitive** verb **requires** an **object** after it to complete the sense or action .e.g. 1. A dog ran after a cat. 2. He killed a snake.

Present Indefinite Tense	Change
1st form	is /am/ are
1. I see a bird.	1. A bird is seen by me.
2. Does she like Mangoes?	2. Are mangoes liked by him?
3. We love our country.	3. Our country is loved by us.
4. She sings a song.	4. A song is sung by her.
5. We expect good news.	5. Good news is expected by us.
6. This jug contains milk.	6. Milk is contained in this jug.

EXERCISE	
1. Who teaches you Hindi?	1.
2. People speak English everywhere.	2.
3. I hate none.	3.
4. She does not hate the poor.	4.
5. They never tell lies.	5.

Past Indefinite Tense	2nd form -> was /were
1. She washed her clothes.	1. Her clothes were washed by him.
2. The teacher taught me English.	2. I was taught English by the teacher.
3. He did not make mistakes.	3. Mistakes were not made by him.
4. Did Ram not obey his sister?	4. Was his sister not obeyed by Ram?
5. Who won the match?	5. By whom was the match won?

EXERCISE	
1. We spoke the truth.	1.
2. Why did you beat him?	2.
3. When did you receive my letter?	3.
4. Where did they see you?	4.
5. What did she sing?	5.

Future indefinite Tense	shall/will->shall be/ will be
1. Sohan will not run a race.	1. A race will not be run by Sohan.
2. Why will you complain against me?	2. Why shall I be complained against by you?
3. When will he return your money?	3. When will your money be returned by him?
4. He will change his habits.	4. His habits will be changed by him.
5. You will take exercise.	5. Exercise will be taken by you.

EXERCISE	
1. She will sing these songs.	1.
2. She will change her habits.	2.
3. The police will look into this matter.	3.
4. You will catch the first bus.	4.
5. The teacher will forgive you.	5.

Present Continous Tense	is/ am/ are ->is being/ am being/ are being
1. They are not making a noise.	1. A noise is not being made by them.
2. He is not making a noise.	2. A noise is not being made by him.
3. He is not opening the door.	3. The door is not being opened by him.
4. She is not plucking the flowers.	4. The flowers are not being plucked by her.
5. We are not taking tea.	5. Tea is not being taken by us.

EXERCISE	
1. Who is knocking at the door?	1.
2. What are you doing?	2.
3. The boys are playing football.	3.

Past Continuous Tense	was/were + ing ->was being/ were being
1. She was boiling milk.	1. Milk was being boiled by her.
2. I was doing my work.	2. My work was being done by me.
3. We were revising our lessons.	3. Our lessons were being revised by us.
4. They were not buying books.	4. Books were not being bought by them.
5. Were they laughing at the beggar?	5. Was the beggar being laughed at by them?

EXERCISE	
1. Why were you not teaching the class?	1.
2. Why was his father beating him?	2.
3. I was writing a letter to my friend.	3.

Present Perfect Tense	has/have -> has been/ have been
1. You have finished your work.	1. Your work has been finished by you.
2. I have never seen a lion.	2. A lion has never been seen by me.
3. I have done my work.	3. My work has been done by me.
4. He has broken the chair.	4. The chair has been broken by him.

EXERCISE	
1. How have you done it?	1.
2. Why have you sent for the doctor?	2.
3. I have received a parcel just now.	3.

Past perfect Tense	had -> had been
1. We had already finished the work.	1. The work had already been finished by us.
2. I had never read this book before.	2. This book had never been read before by me.
3. We had spoken the truth.	3. The truth had been spoken by us.
4. Had she learnt the poem before?	4. Had the poem been learnt before by her?
5. Had Mohan posted the letter before?	5. Had the letter been posted by Mohan before?

EXERCISE	
1. He had felled a tree before.	1.
2. I had done my duty before.	2.
3. He had finished the lesson by then.	3.
4. He had taken his meals before.	4.
5. The police had caught the thief by evening.	5.

Future Perfect Tense.	shall have /will have -> shall have been /will have been
1. Ram will have already cleaned the room.	1. The room will have already been cleaned by Ram.
2. Sohan will have taught you before.	2. You will have been taught before by Sohan.

EXERCISE	
1. I shall have written an essay by 4 o'clock.	1.
2. We shall have taken our meals before the first bell rings.	2.
3. She will have read the book by now.	3.

Auxiliary Verbs	
1. She could not finish it in time.	1. It could not be finished in time by her.
2. We would win a prize.	2. A prize would be won by us.
3. You may try your luck.	3. Your luck may be tried by you.
4. I cannot help you in this matter.	4. You cannot be helped by us in this matter.
5. I might pass this test.	5. This test might be passed by me.
6. He may win the prize.	6. The prize may be won by him
7. The rich should help the poor.	7. The poor should be helped by the rich.
8. You may catch the first bus.	8. The first bus may be caught by you.
9. They could not win the match.	9. The match could not be won by them
10. One should do one's duty.	10. One's duty must be done.

Interrogative Sentences	
1. Why were you making a noise?	1. Why was a noise being made by you?
2. Who has broken the slate?	2. By whom has the slate been broken?
3. Has she lost her ornaments?	3. Has her ornaments been lost by her?
4. Will you have finished your work?	4. Will your work have been finished by you?
5. Can you do it?	5. Can it be done by you?
6. Do you like him?	6. Is he liked by you?
7. When did he buy this book?	7. When was this book bought by him?
8. How will you get the ring?	8. How will the ring be got by you?

Verbs having two objects	
1. When did he teach you English?	1. When were you taught English by him?
2. How did he offer me tea?	2. How was I offered tea by him ?
3. How does he offer me milk?	3. How am I offered milk by him?
4. Why do I send him a telegram?	4. Why is he sent a telegram by me?
5. How did he teach me English?	5. How was I taught English by him ?

Imperative Sentences	
1. Open the door.	1. Let the door be opened.
2. Do your duty.	2. Your duty should be done. / Let your duty be done.
3. Send for the doctor.	3. Let the doctor be sent for.
4. Shut the door.	4. You are ordered to shut the door.
5. Do not pluck the flowers.	5. You are forbidden to pluck the flowers.
6. Take a walk daily.	6. You are advised to take a walk daily.
7. Let him send for a doctor.	7. It is suggested or proposed that he should send for a doctor.
8. Kindly help me.	8. You are requested to help me.

Prepositional Verbs	
1. Mohan invited Sohan to tea.	1. I was invited to tea by Mohan.
2. You must take care of your health.	2. Your health must be taken care of by you.
3. The hunter aimed at the bird.	3. The bird was aimed at by the hunter.
4. They laughed at the poor man.	4. The poor man was laughed at by them.
5. She sent for me.	5. I was sent for by her.
6. The dog barked at them.	6. They were barked at by the dog.
7. I was waiting for him.	7. He was being waited for by me.
8. She did not listen to me.	8. I was not listened to by her.
9. We found out our dog.	9. Our dog was found out by us.
10. I agreed to his proposal.	10. His proposal was agreed to by me.

Prepositions other than 'by'	
1. The news surprised me.	1. I was surprised at the news.
2. Her death shocked me.	2. I was shocked at her death.
3. This pot contains milk.	3. Milk is contained in this pot.
4. I do not know your uncle.	4. Your uncle is not known to me.
5. I know his father very well.	5. His father is known to me very well.

It is time to	It is time for
1. It is time to pray to God.	1. It is time for God to be prayed.
2. It is good to help the poor.	2. It is good for the poor to be helped.
3. It is time to ring the bell.	3. It is time for the bell to be rung.
4. It is time to say our prayers.	4. It is time for our paryer to be said.
5. It is time to take lunch.	5. It is time for lunch to be taken.

The absence of Subject	
1. Horses are sold.	1. The merchants sell horses.
2. The result has been declared.	2. The Board has declared the result.
3. Vijay was being forced to resign.	3. The officer was forcing Vijay to resign.
4. The culprit was hanged.	4. The executioner hanged the culprit.
5. The speech was being delivered.	5. The minister was delivering the speech.
6. Action was taken at once.	6. The police took the action at once.
7. The case has been decided today.	7. The judge has decided the case today.
8. He has been sentenced to death.	8. The judge has sentenced him to death.

Some Typical Constructions	
1. One must do one's duty.	1. Duty must be done.
2. Quinine tastes bitter.	2. Quinine is bitter when tasted.
3. Rose smells sweet.	3. Rose is sweet when smelt.
4. The stone feels rough.	4. The stone is rough when felt.

Some Typical Constructions	
5. Honesty tastes sweet.	5. Honesty is sweet when tasted.
6. Flowers smell nice.	6. Flowers are nice when smelt.
7. The whisky tastes bitter.	7. The whisky is bitter when tasted.
8. This book reads fine.	8. This book is fine when read.
9. This medicine tastes bitter.	9. This medicine is bitter when tasted.
10. Somebody has stolen my pen.	10. My pen has been stolen.

PRACTICE EXERCISE	(FOR PRACTICE AT HOME)
1. They wrote an essay.	20. We obeyed the teacher.
2. I heard a noise.	21. The peon rang the bell.
3. They will open a new school.	22. She did not tell a lie.
4. The flowers are being plucked by Neena.	23. Mohan never abused anybody.
5. He was run over by a speeding truck.	24. We insulted none.
6. The girls are singing sweet songs.	25. I never wasted my time.
7. You cannot please all. (with)	26. He killed a snake.
8. She has lost her purse.	27. The magician caught the snakes.
9. I have bought all the books.	28. We learnt our lesson.
10. Manners reveal character.	29. She did not post the letter.
11. He kept us waiting.	30. She sang a beautiful song.
12. Shall I ever forget those happy days?	31. You painted this picture.
13. Poverty drove him to suicide.	32. They crossed the river.
14. He was chosen leader.	33. We did not help you.
15. Admittance was refused to him.	34. She wrote a beautiful story.
16. Science has given us powers fit for gods.	35. They ate apples.
17. The teacher was displeased at his conduct.	36. Gandhiji spun cotton daily.
	37. He did not help me.
18. She wrote a letter.	38. He tore the papers.
19. She took tea.	39. I bought a pen.

40 We refused them admission.	61. Anybody will do it easily.
41. I forgave him his fault.	62. You will write the address neatly.
42. He watched the sports.	63. We will always speak the truth.
43. Sohrab gave Rustum a brave fight.	64. You will listen to his words.
44. They took no notice of me.	65. Everybody will do his duty.
45. Did Sita painted this picture?	66. Somebody will help this poor man.
46. Who taught you French?	67. You will not pluck the flowers.
47. Where did you find the book?	68. We will respect our elders.
48. Why did the teacher punish him?	69 I shall buy a new book.
49. The dentist pulled out one of my teeth.	70. We shall make a table.
50. The thief stole a number of things.	71. You will not tell a lie.
51. We did not laugh at the beggar.	72. He will waste his money.
52. Did they play hockey?	73. Ram will not help him.
53. The teacher will teach us this lesson.	74. A little water will save him.
54. The boys will catch birds.	75. They will forget it.
55. Will you look after her?	76. He will teach me.
56. Will your uncle pay your fees?	77. We shall not insult anybody.
57. How will you solve this matter?	78. She will learn her lesson.
58. Who will advise you?	79. He will help the poor.
59. When shall I see you again?	80. You will not do it again.
60. Mohan will meet you at the station.	81. Who stole my purse?



Activity on Voice

Choose two students to play the role of parents and two students to play the role of siblings, who will be placing all the guilt on each other with the four students in front of the class. The parents will ask their children about various negative situations around the house using the passive voice. (e.g. How was the lamp broken? By whom were the cookies stolen?)

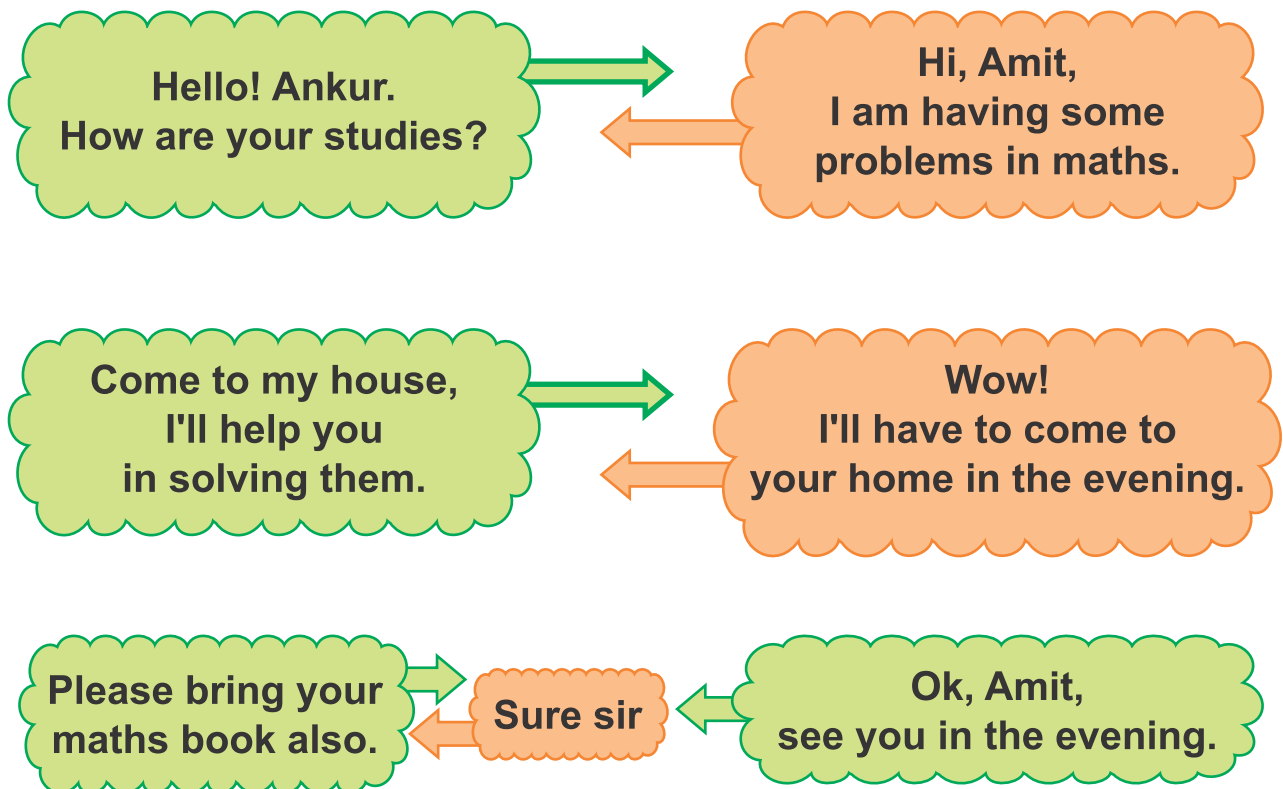
Activity No. 2

Brain storm : Discoveries → Telephone / Bulb / Air-conditioner / Internet / Mobile.

e.g. Who discovered mobile?

Mobile was discovered by Martin Cooper.

Speaking Skills



COMPREHENSION

Comprehension of an unseen passage requires a complete understanding of it. It trains the students to understand the meaning of the passage. It creates in them the ability to answer the question related to the matter. The comprehension is done with the help of completion of incomplete sentences, fill ups, short answers and vocabulary enrichment exercises.

The following points should be kept in mind while attempting a comprehension passage.

- a) The passage is to be read carefully twice or thrice to understand the theme and central idea of the passage.
 - b) Read the questions thoroughly and answer them carefully.
 - c) Do not give personal comments or opinion while answering the questions and the answers should be in simple language.
 - d) The answers should be in the same tense as the questions are.
 - e) Remove spelling or grammatical errors while revising the answers.
- A.** When Algu Chaudhari's name was proposed in the chaupal as a person to act as Chief Judge, the aunt agreed to accept him. Jumman was overjoyed but he hid his feelings. Algu said, "Aunty, you know, Jumman and I are close friends." She replied, "Son, nobody sells his conscience for friendship." Algu said, "We have been old friends but at this moment I can't favour anyone. Please state your case before the Panchayat." Jumman was so confident of his victory that he imagined that the talk of Algu was mere show. He had to face questions from his friend that were too difficult for him to answer. He was much amazed. Finally Algu gave the judgement. "Jumman Sheikh, the elders think that the property of your aunt yields enough profits for monthly expenses to be paid to her. If you do not agree, the property should be returned to her." Hearing this the audience cheered the village judge noisily.

EXERCISE:

1. What did Jumman think about Algu's talk with Aunty?
2. What feelings did Jumman hide?
3. Why did the aunt have full faith in Algu?
4. Why could Algu not take sides at the moment?
5. Where did Panchayat sit to decide the case?
6. Find in the passage a word which means 'decision'.

Answers:

1. Jumman thought that it was mere show.
2. Jumman hid his feelings of joy.
3. Aunt had full faith in Algu because she thought that he would not sell his conscience for friendship.
4. Algu could not take sides at the moment because he was acting as the Chief Judge.
5. The Panchyat sat in the chaupal to decide the case.
6. The word in the passage which means decision is 'judgement'.

B. The windows of my room overlook the road. The child had seated herself at my feet near my table, and was playing softly. I was still hard at work on my seventeenth chapter, when suddenly Mini left her play and ran to the window crying, “A Cabuliwallah! A Cabuliballah!” And indeed in the street below, there was a Cabuliwallah, walking slowly along. He wore the loose, untidy clothing of his people and a tall turban. He carried a bag on his back and boxes of grapes in his hand. I cannot tell what my daughter felt when she saw this man, but she began to call him loudly. “Ah! At that very moment the Cabuliwallah turned, and looked up at the protection, disappeared. She had a blind belief that the big man carried two or three children like herself inside his bag. Meanwhile, the fruit seller entered my doorway and greeted me with a smile.

EXERCISE:

1. What was the writer busy with?
2. From where did Mini see the Cabuliwallah?
3. What was the Cabuliwallah's dress?
4. What did the Cabuliwallah have with him?
5. Why did Mini afraid of Cabuliwallah?
6. Write from the passage words which means the same as: a) not neat and properly arranged. b) great fear c) welcomed.

Answers:

1. The writer was busy with his book.
2. Mini saw the Cabuliwallah from the window.
3. The Cabuliwallah was wearing loose, untidy clothes and a tall turban.
4. The Cabuliwallah had with him a bag and boxes of grapes.
5. Mini was afraid of the Cabuliwallah because she thought that the Cabuliwallah was a child-lifter.
6. a) Not clear or properly cleaned means 'untidy'. b) Great fear means 'terror'. c) Welcomed means 'greeted'.

C. A man heard a certain government department wanted a clerk. So he sent in an application asking for the job. But while he was waiting for an answer, a friend of his

introduced him to the head of the department, who at once gave him the job. Several months later, while the man was working in this department, he got a letter which had been sent to him from his old address. This letter said:

Dear sir,

We are sorry to have to tell you that we cannot offer you work in this department because we do not think you would be able to do the job to our satisfaction.

Yours faithfully,

.....

The man laughed but when he looked at the letter more carefully, he saw that he had signed it himself.

EXERCISE:

1. How was the man able to become a clerk?
2. When did the man get the letter from the department?
3. Why did the department send a letter to the man?
4. What shows that the man had changed his house?
5. Who do the words 'Dear Sir' refer to?
6. Find from the passage the words which means the same as: a) a division of a large organization such as government. B) incharge c) a certain work.

Answers:

1. The man was able to get the job when a friend of his introduced him to the head of the department.
2. He got the letter when he had been working in that office for several months.
3. The department sent him a letter rejecting his application form for the job of a clerk.
4. His letter was sent to him from his old address which shows that he had changed his house.
5. The words 'Dear Sir' refers to the applicant, the man himself.
6. a) A division of a large organization such as government means 'department'.
b) Incharge means 'head'.
c) A certain work means 'job'.

- D.** Schools all over India celebrate 'Children's Day' on 14th November every year. On this day, our great Prime Minister who had great love for children was born. His ancestors came down from Kashmir to the rich plains below. Kaul had been his family name; this changed to Kaul Nehru; and in later years Kaul was dropped and they became simply Nehrus. Jawahar Lal Nehru was the only son of his prosperous parents. His two sisters were much younger than Jawahar Lal Nehru. And so he grew up and spent his early years as a lonely child with no companion of his own. Private tutors were in charge of his education. Then he went to England and was educated at Harrow and at Trinity College, Cambridge.

EXERCISE:

1. Why is 14th November celebrated as Children's Day?
2. Why did J.L.Nehru spend his early years as a lonely child?
3. Where did Nehru's forefathers come from?
4. How many brothers and sisters did Nehru have?
5. Name the educational institution he attended in England.

E. It was very hot in the court room. Everybody was feeling sleepy. After a tiring morning, the clerks were anxious to get off to lunch. Even the judge seemed relieved when the last case came before the court. A short middle-aged man with grey hair and small blue eyes was now standing before him. The man had a foolish expression on his face and he kept looking stupidly as if he was trying hard to understand what was going on. The man was accused of breaking into a house and stealing a cheap watch. The witness who was called did not give a very clear account of what had happened. He claimed to have seen the man outside the house one night, but on being questioned further, he confessed that he was not sure whether this was the man.

The judge considered the matter for some time and said that as there was no real proof, the man could not be found guilty of any crime. He said that the case was dismissed and then he rose to go. Meanwhile the accused looked very puzzled and said suddenly, "Excuse me, Sir, but do I have to give the watch back or not?"

EXERCISE:

1. Why did the judge feel relieved when the last case came up?
2. What did the last person facing the judge look like?
3. What was the charge against the man?
4. Did the judge find the man guilty? Why/ Why not?
5. What did the accused say suddenly?
6. Find the noun form of: i) clerical ii) express.

Read the following from carefully and answer the following questions.

PARK

In the middle of the city
Is an open space called a Park;
It is difficult for us to do
What we like there
Even after dark.
In the middle of the Park, there is a statue,
A huge man made of stone;
We are not allowed to climb his legs or
scribble on his trousers,
He has to be left alone,
In the middle of the grass, there is some water
surrounded by an asphalt path;
We are forbidden to fish or throw stones into it
or swim or take a bath.

Answer the questions :

1. What is the open space called?
2. What is not possible even after dark?
3. Who do you think is forbidden from running freely in the park?
4. Whose statue is in the park?
5. Find the synonym of 'Permit' from the poem?

PARAGRAPH WRITING

An ordered group of sentences dealing with a single subject is called a **paragraph**. Paragraph writing leads to easy writing. Before writing a paragraph, we must keep in mind what the paragraph is going to be about. It is a collection of sentences that are related to one central topic.

Essential Characteristics of a Paragraph :

1. **Object:** The heading should be there for the paragraph.
2. **Unity:** A paragraph should deal with a single subject. The leading sentence should focus on the main idea. Connectors should be used.
3. **Order:** All the sentences should be logically arranged and well connected with one another keeping in mind the main idea of the paragraph.
4. **Variety:** Variety means the variety of points and facts related to the topic since the paragraph deals with only one theme. Short and simple sentences should be used. The language should be grammatically sound.

To write a paragraph, we develop the topic line which can be done by:

a) using facts b) using examples c) using definition

WORK IS WORSHIP

Everyone worships God in one way or the other to seek His blessings in our lives. But He helps those who help themselves. Success comes to those who work hard. Idol worship is a futile exercise. We also worship gods, goddesses and great men but mostly our worship is limited to making vain speeches. We easily forget their great works for society which made them great. We should emulate them to give them tribute. We can become their true followers if we continue the works started by them and follow their teachings. The world would be a better place to live in if everyone contribute to the common welfare. God's presence will be felt in our works then.

BETTER ALONE THAN IN A BAD COMPANY

It is rightly said that a man is known by the company he keeps. Bad company is more dangerous than an enemy. We can defend ourselves from the attack of a fierce enemy but no such defence is possible about a bad company. It leads us towards wrong path and destruction. We find ourselves in deep troubles before realising it. Many good lads have spoiled their lives due to a bad company. The image of an innocent person is tarnished by the company of bad friends. We learn bad habits and bad ways from wicked friends. Bad company creates only drug addicts and criminals. However it is difficult to resist the influence of bad company, it is better to shun it. It is better to be alone than in a bad company.

ANGER IS SHORT MADNESS

It is rightly said that anger is like short madness because it places a person into the state of mental ill-health. Reasons and arguments vanish and in their place, fuss and fury rule over one's intelligence. The first lesson taught by the saints to their followers is to overcome anger. When a person swayed by anger, indiscretion overtakes him. A person starts to commit one blunder after another in anger. An angry person behaves like an animal. We are given many talents by God, of which tolerance is the most potent one. We can avoid all types of arrows in the form of insults and insinuation if we have a cover of sanity. We should not pay others in the same coin. We should always rein in our rage.

INSIDE THE EXAMINATION HALL

When any candidate gets inside the examination hall, his heartbeat increases and he feels fears and uncertainty. The candidates enter the examination hall as soon as the first bell rings. The candidates occupy their respective seats. Supervisor distributes answer sheets. The candidates have to write their roll number, date and other relevant remarks. The supervisor tells the candidates about the instructions of the board. They are also instructed not to keep torn papers from books or any other hand written material with them. The supervisor distributes question papers when the next bell rings. There is pin drop silence in the examination hall. We find the students busy in writing answers to the questions. The students who are unable to answer try to copy the answers from others. If any student is found red handed for using unfair means, his sheet is cancelled and a fresh answer sheet is provided. Students are not allowed to leave the examination hall before the time is over. On the final bell the answer sheets are collected from all the students. Students come out and start discussing the question paper. Some are very happy as they performed well. Some others look sad because the paper was difficult for them.

PHYSICAL EXERCISE

Physical exercise makes our body healthy and keeps many diseases away from us. Physical exercise has become a necessity of life today because children like to spend their time either in front of the TV or the computer screen. Lack of physical exercise leads obesity among children which affects them mentally and physically. It gives birth to heart diseases, high blood pressure and diabetes. Moreover consumption of fast food like burger and pizzas add to the problem of obesity and increase our weight. Hence it is necessary to encourage the children to be physically fit. The school authorities as well as the parents should encourage children to participate in activities which involve physical exertion like swimming, sports and dance. Today the most common known physical exercise is yoga. Yoga helps us not only in keeping our body fit but also increases our concentration power. The schools should make physical activities necessary for all children. Parents should also guide their children about the harmful effects of weight gain. Children should make physical exercises a part of their lives just like walking up the stairs rather than using a lift. The elders should also show the children the road to healthy life. Healthy children are the healthy citizens of tomorrow.

Complete the following paragraphs using the help box:

OUR SCHOOL LIBRARY

Library is an _____ part of a school. It is the centre of _____ life. It is a store-house of _____. It renders _____ service to the students. The _____ of a school can be judged from a library. My school has a big _____. It has the capacity to _____ more than 100 students at a time. There are _____ sections for the students and staff. There are _____ 10000 books in it. Students and teachers _____ the books here. They also get the books _____. The library hall is a _____ place for study. Our library _____ open from 8am to 5pm. on all days except Sundays and public _____. Each class from 3rd onwards has a _____ library period. The staff in the library is very _____ to the students and teachers. The students do not _____ their time in idle _____ in the library. They _____ library habits. I am _____ of my school library.

academic knowledge gossips about waste remains consult
issued integral holidays helpful accommodate proud develop
library greatness invaluable compulsory peaceful separate

A VISIT TO A BOOK FAIR

Last Sunday , leading publishers _____ a book fair in our town. The _____ was held in Mahajan Dharamshala. I reached there at 11am. I found fair like _____ there. There were large banners of _____ hanging outside the stalls. There was a great _____ of books on literature, science, history, politics and other subjects. There was a _____ decorated section of children books. These stalls were _____. Most of the book sellers were offering special _____. There were many old people who _____ to me the genuine book lovers. All the _____ were answered promptly and satisfactorily by the organising staff. I also _____ some books on English language and History. I also _____ English-Hindi dictionary. When I came out of the exhibition, it was 3 pm. The time had _____ away in the presence of _____ books. I wish such exhibitions were organised _____ here.

Help Box:

variety exhibition discounts frequently crowded purchased
wonderful flown selected queries beautifully atmosphere
publishers organised seemed

Write paragraphs on the following topics:

1. The Night before my Result was Announced
2. Rain
3. A Bicycle
4. A Television Set
5. A Wall Clock
6. Saving Water

LETTER WRITING

We talk to our friends, relatives or family members and convey our thoughts, feelings and opinions when they are away from us. On such occasions letters help us communicate with others.

A letter is a printed or written communication directed to an individual or an organization.

The following points should be kept in mind while writing letters :

- a) The letters should be brief and to the point.
- b) The language of the letters should be simple and easy.

Classification of Letters:

There are two kinds of letters:

- 1. Informal Letters**
- 2. Formal Letters**

- 1. Informal Letters:** Informal letters are private or personal letters. These are written to friends, relatives, parents or acquaintances. Therefore, these are written in a free and easy way.
- 2. Formal Letters:** Formal letters are official letters. These are written to business firms, Editors of Newspapers, invitations, government or private officials.

Formal letters are further classified into three categories:

- p) Business Letters**
- q) Official Letters**
- r) Applications**

Parts of an Informal Letter

- a) Address:** The writer's address is written on the top left hand side of the page . The date is also written.
- b) Salutation:** The greeting part depends on our relationship with the recipient of the letter.
- c) The Body of the Letter:** It depends upon the writer's wish to write. The following points are helpful for all kinds of letters:
 - i) The writer must know what he wants to write.
 - ii) All the facts must be arranged properly and written in a paragraph.
 - iii) The language should be simple and direct. Attention must be paid to punctuation marks.

- iv) In the last there should be conclusion of the following type: 'Please pay my regard....' Or 'Looking forward a quick response from your side.'
- d) **The Ending:** It is also known as Subscription or leave taking. It includes the closing of the letter. It is written below the body of the letter towards left side of the page. e.g. Yours sincerely, Yours affectionately etc. The name of the writer is written below it.
- e) **The envelope should bear the address of the recipient as well as that of the sender. e.g.**

Basnat Vihar
D-21 Gorila Village
Ghaziabad -201010
Utter Pradesh

From:
Dinesh Pandey
A-27 Shiv Mandir Gali
Kalanwali
Sirsa Haryana
125201

Parts of Formal Letter:

- a) **Address:** Like informal letters the writer's address is written on the top left hand side of the page. The date is also written.
The address, name and designation of the person/ company to whom the letter is written.
- b) **Subject:** The subject contains what is the letter about.
- c) **Salutation:** This is the term the writer greets the addressee. It has to be formal e.g. Dear Sir/Madam
- d) **The Body:** The body of a business letter is different from that of a private one. It should be absolutely clear, relevant and to the point.
Ending or Subscption: It is usually 'Yours faithfully' (applications) or 'Yours truly'/'Yours sincerely' (official letters).

Informal Letters:

1. **Write a letter to your uncle telling him that you will spend your vacation with him in Kashmir.**

C-15, Atta Market
ABC City
PQR
14th March, 2019
Respected Father



I felt extremely glad when I received your letter and came to know of your invitation to spend my holidays with you in Kashmir.

I am really happy to know from your letter that Kashmir is not less than a paradise on the earth. It has aroused my curiosity to visit Kashmir. Father has also agreed to send me there in the vacation. I shall tell you the exact date of my visit.

I am also glad to learn that you will make arrangement for my stay in a house boat. I shall enjoy the beauties of nature there. The valley of Kashmir is fascinating. I shall improve my health during my stay there.

I am eagerly waiting for my vacation and the day when I shall be in your pleasant company.

How is aunt and little Hardik. Pay my regards to aunt and love to my dear brother.

Yours affectionately

XYZ

2. Write a letter to your friend for not keeping an appointment.

H-20, New Grain Market

ABC City

PQR

14th March, 2019

Dear Shivank

I am really sorry that I could not come to your house on Sunday. I know that you will be angry with me for not keeping the appointment with you. I am sure that you will not mind when you know the reason.

On Sunday, I was leaving for your house. I heard some noise in the street. I visited the spot. A ten years old boy had fallen down from the roof of his house. He was unconscious and had been bleeding. Only his mother was at home. She was also in inconsolable condition.

I and my father took the boy to the hospital for first aid. His father arrived the hospital after five hours. It was my duty to stay there until the boy regained consciousness.

The doctors declared him out of danger at 7 pm. So I could not come to you. I hope you will appreciate my efforts as a neighbour and also as a human being. Now he has gained satisfactory recovery.

I am sure, you will forgive me for not keeping my appointment. You will also realise my helplessness.

With regards

Yours sincerely

X.Y.Z.



Apology Letter to a Friend

3. **Write a letter to your younger brother explaining the uses of morning walk and balanced diet for keeping good health.**

R-19, Cloth Market

ABC City

PQR

18th March, 2019

Dear Harman



I am happy to learn that you have stood 1st in 8th standard examination. But it gave me a great shock to know about your deteriorating health. You will certainly improve your health if you follow only two rules to keep fit.

Firstly, you should go for a morning walk daily. You should get up early in the morning and cover a distance you can do easily without feeling tired. Increase the distance daily. It will keep you active and fresh the whole day.

Secondly, take care of your diet. Always remember that we eat to live and not live to eat. Eat a bit less than your appetite. Green vegetables, fruit and milk should be given more importance.

Moreover rest is also necessary. Take rest to relax when you are tired of your study. Always be happy.

I am sure that you will be healthy if you follow these rules. Hoping for an early response.

Your affectionate brother

Harshneet

4. **Write a letter to your friend with whom you had had a quarrel recently. Suggest that you should both forget all about that and meet over a cup of coffee at your place.**

.....

.....

.....

14th March,

Dear Shivane



I am writing this letter to you to express my regret over what has happened between us a few days back. That was really an ugly incident. I am sure both of us are much saner now. You would also agree with me that both of us were in the wrong. It was an outcome of misunderstanding which had been created between us by Jaspreet. We should now forget everything about that incident and start afresh. Let bygones be bygones.

We should not allow our long relations to get affected by such a trifling incident. There is no misunderstanding which cannot be cleared when we both sit together. I shall feel

grateful if you come to my home this Sunday and enjoy a cup of coffee with me.
How are your grandparents and other family members? Pay my regards to all.
Yours sincerely
Shivank Sharma

FORMAL LETTERS

1. **Write a letter to the Editor of newspaper about the insanitary condition of the street and bad state of roads.**

Examination Hall
ABC City
PQR
14th March, 2019
The Editor
L.M.N . City
Dharamshala
Sir



I request you to publish the following lines in your esteemed newspaper under the column Letters to Editor. Our colony has become a hell on earth. The roads have not been repaired for the last three years. There are so many pitfalls. The water accumulates during rainy season. Mosquitoes breed there and spread malaria. These roads lead to accidents. The sweepers do not work properly. Foul smell comes out from the drains. Dustbins are not kept in the locality. People throw garbage in the open. It leads to unhealthy conditions of people. Some people have kept cattle and they do not remove the dung.

I have brought these things in the notice of area Health Supervisor and the Zonal Health Commissioner. They have taken no step. This insanitary condition may pose a serious threat to the health of the residents of this area. So immediate action should be taken in this connection.

Hope for an early action.

Yours faithfully
XYZ

2. **You are the secretary of Himalya House of your school. Write a letter to the Director of Education inviting him to preside over the Annual Function of your school.**

Examination Hall
ABC City
PQR
14th Dec, 2018
The Director of Education



Secretariat Punchkula

Sir

Our school is going to celebrate its annual function on 25th July, 2019. As a secretary of Himalya House, I have the honour to invite your goodself to preside over the annual function. The Education Minister will be the Chief Guest in this function. He will give away the prizes. The programme will be for more than two hours. There will be group dances, fancy dress shows and music concert. The function will start at 11 am. Sharp.

I hope you will preside over the function and favour us by your valuable presence.

Yours faithfully

Nakul Secretary

Himalya House

3. Write a letter to the Editor of a newspaper on the nuisance of beggars.

Examination Hall

ABC City

PQR

14th March, 2019

The Editor

The Tribune

Chandigarh

Dear Sir

I humbly request you to publish these lines in your esteemed newspaper. The beggars have become a public nuisance. Many of the beggars that wander in our streets are not really poor. They are able bodied persons who can work if they like. But they find it easier to beg than to work hard. These beggars keep shouting at the doors for alms. They cause a lot of disturbance to us. The government should take immediate steps to check such beggars. The public should also refuse alms to them.

We should help the deserving poor who are unable to work and those who are old and weak, blind or lame. In such cases charities would be of real help.

Yours faithfully

Harmandeep



4. Write a letter to the Chief Engineer DHBVN Sirsa complaining against breakdown of electricity in your town.

Examination Hall

ABC City

PQR

14th March, 2019

The Chief Engineer

DHBVN

Sirsa

Dear Sir



I would like to bring to your kind notice the regular failure supply in HUDA colony. Electric failures virtually paralyse the activities of the area. Regular supply can be easily maintained. This is only the negligence of the staff which is responsible for these frequent failures of electricity in this area. Their working is not regulated properly.

I hope you will take immediate action to remove this difficulty. Please instruct your staff to be careful in discharging their duties.

Thanking you

Yours faithfully

Sanjeev Kumar Sharma

Write informal letters on these topics.

1. Write a letter to your cousin congratulating him on his recovery from illness.
2. You are going on a tour to the south in the coming vacation. Your camera has been out of order. Write a letter to your cousin requesting the loan of camera.
3. Write a letter to your mother giving her an account of the accident recently happened to you.
4. Write a letter to your neighbour about the nuisance of his dog.

Write formal letters on these topics.

1. Write a letter of thanks to a stranger for sending you back your purse containing money and some other things.
2. Write a letter to the book seller returning the books not ordered by you.
3. Write a letter to a watch dealer complaining that the watch lately bought by you does not keep correct time.



STORY WRITING

Story: A story is an account of an event or series of events which are intended to interest or amuse the audience or the reader. It may be true or fictitious.

The following points may be considered while writing a story.

- a) Its plot should be interesting and clear.
- b) All the events should be connected with one another.
- c) The character should seem real belonging to this world.
- d) The story should sustain the interest of the reader.
- e) The dialogues adds to the beauty of the story.
- f) The heading should be impressive and must be related to the subject matter of the story.
- g) Phrases, idioms and proverbs should be used.
- h) The story should not end abruptly.
- i) The story is usually written in the past tense.
- j) The language of the story should be simple and grammatically sound.
- k) A bit of surprise at the end makes a story striking and interesting.

ROBERT BRUCE AND THE SPIDER

Once there lived a king named Robert Bruce in Scotland. He fought very hard to free his country from the English. But he received defeat every time. He had to run for his life into a forest. There he hid himself in a cave.

One day while he was feeling much depressed, he notice a spider trying to climb up the wall to reach the roof. He watched the efforts of the insect with interest. It climbed and fell down over and over again. The spider did not lose heart. It began to climb up again. It went up inch by inch and succeeded in reaching the roof.

The king rose up at once and cried, "I must try again and again like this spider and success will surely be mine." He had learnt a lesson. He raised a strong army once again. He fought against the English. He brought back the liberty of country.

Moral: Try again and again, till you succeed.

THE HIDDEN TREASURE

Once there lived an old _____ in a village. He had four sons who were very lazy. He often advised them to work hard. The sons paid no heed to his advice. The man was much _____. One day the man fell ill and his _____ was serious. He wanted to tell his sons the

true value of hard work. So he called his sons and said, "I have buried a big _____ in my fields. I am on deathbed. If you dig up the fields, you will find it. Dig it out after my _____. But I don't know where I have buried it." After a few days the man died.

After some days, the sons dug up all the _____ to find the treasure. They were _____ because they found nothing in the fields. In the meantime, an old man passed that way. He asked the reason of their disappointment. They told him the whole story. He knew what their father meant. He advised them to sow seeds in the fields. They did so. There was a good crop. They became rich. They had _____ the value of hard work.

Moral: No pains, no gains. Or Hard work is man's greatest treasure.

worried condition farmer death learnt
disappointed treasure fields

THE FOX AND THE CRANE

Once there lived a fox in a forest. A crane also lived in the same forest. Both of them became very good _____. They started inviting each other to their homes. They were very happy to enjoy these _____.

One day the fox _____ of a plan to insult the crane. He played a _____ trick with his friend. He invited the crane to dinner. The fox put the soup in a dish that was flat. The crane _____ the cruel joke but did not speak. He could not take the soup with his long beak. The crane felt hurt. The crane wanted to teach the fox a lesson. He also _____ the clever fox to dinner. He put the boiled rice in a pot with narrow neck. The crane enjoyed the dinner _____ the fox could not go through the neck of the pot. He realised his _____ and felt sorry.

Moral: As you sow, so shall you reap.

whereas parties thought bitter mistake
understood invited friends



THE WISE JUDGE

Once a _____ was going to the city riding on his horse. He met a sick man in the way. The sick man requested the merchant for a lift. The merchant carried the sick man behind him on the _____.

Both of them reached the city and the merchant asked the sick man to get down. But the sick man _____ and told that the horse belonged to him. They took the case to a wise judge. He sent the horse in the _____. He asked both of them to come to him next morning.

Next morning, the _____ asked the sick man to wait for some time. The wise judge took the merchant to the stable. The horse _____ his head towards his master and looked at him with great affection. Then the judge returned with the merchant.

The next turn was of the sick man. The horse did not look at him. Thus the judge _____ who the real master of the horse was. The sick man was sent to jail for his _____. The merchant got his horse.

Moral: Lie has no legs.

knew turned merchant dishonesty refused
judge stable horse-back

TWO FRIENDS AND THE BEAR

Rohit and Sohiti were two fast friends. Once they went on a journey and promised to help each other in danger. On the way there was a thick forest. They saw a bear. The bear was coming towards them. Rohit at once climbed up a tree. Sohiti was very fat and could not climb up the tree. He knew that a bear doesn't eat a dead person. So he lay on the ground and held his breath.

The bear came to Sohiti and smelt him. He took him for dead. He then went away. Sohiti came down the tree. He asked Sohiti what the bear had said in his ears. Sohiti replied that the bear had advised not to trust a selfish friend. Rohit felt small.

Moral: A friend in need is a friend indeed.

THE THREE GREEDY FRIENDS

Three young men lived in a village. They were very poor. One day they set out in search of a job. On the way they found a bag. It contains gold coins. They were overjoyed. They decided to divide the coins in three equal parts.

But they were feeling very hungry. So one of them went to a nearby village to bring the food. He wanted to get all the gold. He mixed poison in the food. The other two also became dishonest. They wanted to get bigger shares. They decided to kill the third person. When he came back, they killed him. Then they ate the food. They died of the poison in it. Thus none could get the gold.

Moral: Greed is a curse.

THE ANT AND THE CRICKET

There lived a cricket and an ant. They were good friends. The cricket was very silly.. The ___ was very wise. Once the cricket _____ away the summer and the spring in singing and making merry. He saved nothing for the coming winter. The aunt, on the other hand, worked hard day and night. It filled its hole with food. It advised the cricket also to work. But the _____ did not listen to her advice.

At last winter set in. There was snow all _____. The cricket could not get anything to eat. So he began to starve. He went to the aunt and _____ for some food. The aunt asked him what he had been doing during the _____. The cricket told her that he sang and made merry. The aunt _____ him to dance during the winter. She told her that she had _____ to give him. The silly cricket now repented of his folly.

Moral: If you live without work, you must live without food.

cricket passed around summer advised
nothing begged aunt

THE HARE AND THE TORTOISE

A hare and a _____ lived in a jungle. The hare was proud of his fast speed. He used to laugh at the tortoise for his slow _____. The tortoise could not _____ it and he invited the hare to run a race with him. The hare laughed and _____. They fixed a goal.

The race _____ the next day. The hare ran very fast. The tortoise went _____ after him. The tortoise was left far behind. On the way the hare thought that the tortoise would not come soon and he _____ to take rest for some time. He lay down under a shady tree. Soon he fell fast asleep.

The tortoise moved on slowly towards his goal and reached there. After some time the hare woke up. He ran very fast. He reached the _____. The tortoise was _____ there. The hare felt very small.

Moral: Slow and steady wins the race.

began tortoise beat speed wanted
agreed goal slowly already



NOTICE WRITING

A notice is a formal written announcement published or displayed for all to see. Or we can say that a notice is a short piece of communication written in formal style to convey important information to a group of people or an organization. Notice writing is important in schools, colleges, offices and different departments in various sectors. A notice is placed at a place where maximum people can read it. So we are not required to inform the persons individually or separately. We should remember to include all necessary information in a notice.

A notice may have the following features:

1. It should be brief and to the point.
2. It should be written in third person form.
3. Its style should be simple.
4. All the necessary and relevant information should be there.
5. The name and designation of the person writing the notice should be there.

Main points for a Notice:

For Tours and Camps:

- | | |
|-------------------------|-----------------------------------|
| 1. Name and Nature | 2. Beginning and Conclusion |
| 3. Occasion | 4. Special Instructions |
| 5. Date, Time and Venue | 6. Contact Name and Number |
| 7. Purpose | 8. Entry Fee and Expenditure etc. |

For Events

- | | |
|-----------------------------------|-----------------------------|
| 1. Name and Type | 2. Objective |
| 3. Date, Time, Place and Duration | 4. Eligibility |
| 5. Special Instructions | 6. Contact Name and Number. |

For Lost and Found

- | | |
|-------------------------|-----------------------------|
| 1. Name of the Article | 2. Beginning and Conclusion |
| 3. Identification Marks | 4. Special Instructions |
| 5. Reward Offered | 6. Contact and Number |

For Meetings

- | | |
|----------------------------|-------------------------|
| 1. Date, Time and Venue | 2. The Agenda |
| 3. Who will attend | 4. Special Instructions |
| 5. Contact Name and Number | |

Notices play an important role in schools. Students look at the noticeboards for information about holidays, meetings, competitions, annual celebrations, tours, examination etc.

Write a notice about a music programme being organised on Independence Day.

BMJSVM KALANWALI

10TH August, 2019

NOTICE

Our school is going to organize a music programme on the Independence Day. The function will be held at 10:15 a.m. in the Keshav Khand hall. The SDM Kalanwali will be the chief guest.

Students who are good at light or /and classical music and are interested in participating in the programme are requested to give their names to CCA committee before 12th August.

Gagandeep Sharma

CCA Incharge

You have found a lunch box in the school playground. Write a notice to inform everybody about it and give the necessary details.

SABSVM DABWALI

NOTICE

12TH July, 2019

Found! Found! Found!

A lunch box red in colour with a yellow lid and black strip was found in the school playground on 11th July. The box has a sticker of Milton on it.

Anybody who has lost the lunch box may contact Mr Hemraj, the lost and found incharge.

Shagun Nadda

10th B (Roll No. 10)

Head Girl

Exercise: Draw a box to write the notice.

1. You are the student of Gita Niketan Vidya Mandir Mohan Nagar, Kurukshetra. You have found a Hindi grammar of 8th standard. Write a notice for the same.
2. You are Principal of Gita Vidya Mandir Kalsana. Write a notice announcing that the school will remain closed on a particular day/celebration.

DIARY ENTRY

A diary is a daily record, especially a personal record of events, experiences and observations.

The following points may be considered while writing a diary :

1. The pronouns I and we are generally used.
2. Helping verbs may be omitted.
3. Short forms are used to save time and space.

Format of a diary entry

In the diary entry

- ◆ day is mentioned in the beginning and date, month and year are also mentioned on either side of the page.
- ◆ clear and brief description of events, happenings may be recorded.
- ◆ the writer's thoughts and feelings are expressed honestly.
- ◆ the ideas may be written in an informal style and may be written in paragraphs.
- ◆ some ideas may be related to the writer's personal life.

Read the diary entry given below. You will notice how the writer expresses his ideas, thoughts and shares his observations in an informal way. It is a diary entry by a girl who visited Akshardham, New Delhi.

Sunday

25th August, 2019.

Time :

Dear Diary / any companions name

Visiting a new place is really exciting but my visit to Swaminarayan's Akshardham temple is different. This is a place of unique Indian culture in New Delhi. I was lucky to visit Akshardham with my class fellows. It is on Delhi-Noida Road. This temple stands on the bank of the Yamuna river.

We reached there in the morning at 10:30 a.m. We left our luggage, mobile, camera and other electronic items in the cloakroom. We lined up for security check up. Then we entered Mayur Dwar, saw the holy footprints of Bhagwan Swaminarayan and got into the Akshardham main temple. It is a 141 feet high building built of pink stone and white marble. There is also a 11 feet high gold plated statue of Bhagwan Swaminarayan inside the building. Then we took a round of this monument from outside. There are postures of

elephants on the outer boundary. This monument rests on 1070 feet long Gajendra Peeth. This boundary also has sculptures of people, animals and birds.

We also visited the exhibition halls, We spent around an hour there. We learnt a lot about Bhagwan Swaminarayan's life through animated statues and films. Now it was around 1:00 p.m. We all were very hungry so we went to Premvati Food Court to have dinner. On the whole we had a great day. We came home in the evening around 5:00 p.m. It was one of the best days of my life. Now I am signing off.

1. Write a diary entry on your birthday.

Use (Birthday celebration – home – evening- invited some friends, relatives and neighbours – all came – brought nice gifts – cut the cake – danced – played games – enjoyed party- photographer clicked photographs – opened gifts – very happy.

Activity

- 1. How did you celebrate your birthday?**
- 2. How did you spend your last Sunday**





*"Arise,
Awake
and
Stop
Not
till
the
Goal
is
Reached"
Swami
Vivekananda*



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