

## Chapter 1 Parts of Speech

### There are of Parts .

1. A **noun** is a word that tells us the name of a person, animal, place or thing.
    - **Shalini** is a **teacher**.
  2. A **verb** is a word that is used to describe an action, state or possession.
    - The taxi **is waiting** at the door.
  3. A **pronoun** is a word used in place of a noun.
    - This is Ravi. **He** is my brother.
  4. An **adjective** is a word that describes a noun.
    - We have a **beautiful** rug.
  5. An **adverb** is a word that describes a verb, phrase or adjective.
    - The woman sang **sweetly**.
  6. A **preposition** is a word that shows a relationship between a noun and a pronoun.
    - They kept the toys **in** the bag.
  7. A **conjunction** is a word that is used to join a group of words.
    - He likes reading books **and** magazines.
  8. An **interjection** is a word used to show sudden emotion or expression.
    - It is usually followed by an **exclamation mark (!)**.
    - **Oh!** I did not know you lived here.
- A. Identify the **nouns**, **adjectives** and **pronouns** and write them in the correct columns.
1. He bought fresh apples.
  2. The music was very loud.
  3. Maria is inviting her friend to the picnic.
  4. He is playing happily in the garden.
  5. Mayur is unwell. We gave him some soup.
  6. The gardener is busy.

Nouns	Adjectives	Pronouns

B. Identify the **verbs**, **adverbs** and **prepositions** and write them in the correct columns.

1. The boy lay on the bed lazily.
2. The fishermen were busy during the day.
3. They waited for the train eagerly.
4. The principal's office is on the third floor.
5. Swati made a big poster to put on the board.
6. Come into the room after you keep your bags outside.

Verbs	Adverbs	Prepositions

C. Identify the **conjunctions** and **interjections** and write them in the correct columns.

1. We wanted to go to the fair but it was already late.
2. Wait! Be careful when you cross the bridge.
3. There are a few books in the library on Botany but I have read them all.
4. The rivers dried up because there was no rain.
5. Oh no! I forgot we have a test today.
6. Hush! The teacher is looking at you.

Conjunctions	Interjections

D. Complete these sentences with the correct **adverbs** or **adjectives** from the box.

Frequently eager slowly early calm since quietly worried tiny cheerful

1. She \_\_\_\_\_ walked towards the horse.
2. You should be \_\_\_\_\_ in the face of danger.
3. My sister is a \_\_\_\_\_ person. She is always smiling.
4. Our neighbours moved into this colony in 2008.  
They have been living here \_\_\_\_\_.
5. When Tarun fell sick, everyone was very \_\_\_\_\_.
6. I am \_\_\_\_\_ to take part in the quiz competition.
7. Nita sings to her grandmother \_\_\_\_\_.
8. The \_\_\_\_\_ mouse scurried into the small hole.
9. Kashyap reached school \_\_\_\_\_. No one was there yet.
10. The students wrote their exam \_\_\_\_\_.

## Chapter 2 Nouns

Read these sentences.

The **boy** is sleeping.

**Vidushi** goes to the library.

Our school football **team** won the match.

### Types of Nouns

A **common noun** is a general name for a person, place, animal or thing.

- The **cats** played in the **garden**.
- The **forest** is full of **elephants**.

A **proper noun** is a special name given to a person, place, animal or thing.

- **Ravi** is going to **Kerala**.
- The **Titanic** sailed across the **Atlantic Ocean**.

An **abstract noun** is a noun that stands for an idea, quality or a state. An abstract noun cannot be touched or seen but can be felt and known.

- She has a lot of **compassion** towards animals.
- He has an **ache** on his shoulders.

A **collective noun** is the name given to a group of people, animals or things when we speak of them as a whole.

- A **swarm** of bees attacked them.
- We found a **litter** of kittens in the garden.

A **countable** noun is a noun that can be counted. Countable nouns have plurals.

- He ate an **egg** for breakfast.
- I have two **apples**.

An **uncountable noun** is a noun that cannot be counted. Uncountable nouns do not have plurals.

- I want some more **butter**.
- Add some **salt** to the **stew**.

A. Write **proper nouns** for these **common nouns**.

Common Nouns	Proper Nouns
1. River	a. Ganga
2. School	b.
3. Friend	c.
4. City	d.
5. Teacher	e.
6. Country	f.
7. Park	g.
8. book	h.

B. Underline the **common nouns** and circle the **proper nouns**.

1. We went to Puri for our vacation.
2. My cat, Peter chased the bird.
3. My sister went to the Corbett National Park last October.
4. Mukesh took the Hyderabad Express to Chennai.
5. Shilpa went to the market to buy some bread and butter.

C. Write sentences with these **abstract nouns**.

1. Fear \_\_\_\_\_.
2. Loss \_\_\_\_\_.
3. Friendship \_\_\_\_\_.
4. Goodness \_\_\_\_\_.

5. Intelligence \_\_\_\_\_.
- D. Read the following sentences and underline the **collective nouns**.
1. The captain guided the team to play better.
  2. The flock of sheep was grazing in the fields.
  3. My father brought a bouquet of lilies for my mother.
  4. A pack of wolves howled at night.
  5. A swarm of bees flew into the garden.
- E. Underline the **countable and uncountable** nouns in the sentences. Fill in the table with the correct nouns.
1. Please pass me the sugar and salt.
  2. I have three books and five pencils.
  3. Would you like some cream in your coffee?
  4. He likes to drink juice and tea.
  5. The house is located next to the river.

Countable Nouns	Uncountable Nouns

## Chapter 3 Pronouns

Read these sentences.

1. I like to eat ice-cream.
2. **They** will tell **you** where the library is.
3. **This** is my mother's purse.

The words in bold are called **pronouns**.

**Pronouns** are words that are used instead of a noun. There are different types of pronouns\_\_

**Personal pronouns** are words that are used for a particular person.

- I jumped over the wall.
- Pooja is my friend. **We** live in the same city.
- Here are Shubha and Rohit. **They** are our friends.

Personal pronouns are of **three** types—

- Pronouns such as **I, me, mine, we** and **us** are **first person pronouns**. They tell us about people who are speaking.
- Pronouns such as **you and yours** are **second person pronouns**. They tell us about people who are being spoken to.
- Pronouns such as **they, them, theirs, his, her** and **its** are **third person pronouns**. They tell us about people who are being spoken about.

**Demonstrative pronouns** are words that are used to point out a particular noun.

- **This** is a table.
- **That** is a mouse.
- **Those** are hats.
- **These** are pencils.

**Interrogative pronouns** are words that are used to ask questions.

- **Who** is standing by the door?
- **What** are you eating?
- **Which** is your book?

**Reflexive pronouns** are words that are used when the subject and the object of a sentence are the same.

- He went to the market by **himself**.
- They enjoyed **themselves** at the fair.
- I kept **myself** busy during the weekend.

**Emphasizing pronouns** are words used to stress on the person or people who carried out a particular action.

- I heard the rumour **myself**.
- She spoke to the teacher **herself**.

**Possessive pronouns** are words that are used to show ownership or possession.

- This book is **mine**.
- This pen is **yours**.
- That house is **theirs**.

a. Rewrite these sentences using **personal pronouns**.

1. Reshma lives in Kochi. **Reshma's** brother lives in Mumbai.
2. The book is on the table. Put **the book** in the cupboard.

3. Rohini and **Rohini's** father went to buy groceries. From there, **Rohini and Rohini's father** went to the chemist's shop.
4. Kamal and I study in the same class. **Kamal and I** like our teacher.
5. Vikram was going to take a bus **Vikram** missed **the bus**.
6. Chirag's mother had called **Chirag**. Please tell **Chirag** to call **Chirag's mother** back.

B. Complete these sentences with the correct **personal pronouns**.

1. Shalini and \_\_\_\_ friend Shilpa live in the same neighbourhood.
2. The purse belongs to my father. It is \_\_\_\_\_. But the money in it is not \_\_\_\_\_, it's my mother's.
3. The scooter my sister rides is not \_\_\_\_\_. It belongs to her friend.
4. My brother said he borrowed this book from you. I think it is \_\_\_\_\_.
5. Don't ask me to lend you this pen. It is not \_\_\_\_\_ to lend.
6. The rabbit is not \_\_\_\_\_. It belongs to our neighbour.

C. Underline the **possessive pronouns** in these sentences.

1. I took my dog to a dog show.
2. His hair was longer than hers.
3. I saw that her dog was smaller than their dog.
4. Someone asked, "Is that dog yours?"
5. I replied, "Yes, he's mine."

D. Tick the correct **interrogative pronouns** and complete these sentences.

1. **Who/What** is coming to your house this evening?
2. **What/Which** is your bag?
3. **Who/Whom** is ringing the doorbell?
4. **Which/Who** is your History teacher?
5. **Which/Whom** does Katha know at the party?
6. **Who/Which** is the shortest route to reach the bus stop?

E. Write **R** for **reflexive pronouns** and **E** for **emphasizing pronouns**.

1. I carried the suitcase myself.
2. She kept to herself in the class.
3. They decided to enjoy themselves.
4. Raj himself went to help the flood victims.
5. We had the whole house to ourselves.
6. Ruhi herself called the ambulance after the accident.

## Chapter 4 Rhyming words

**Rhyming words** are two or more words that have the same or similar ending sound. Some examples of rhyming words are: **goat, boat, moat, float, coat.**

### I. Identify the rhyming word.

1. Which word rhymes with “cat”?
  - a. Hat
  - b. Dog
  - c. Run
  - d. Table
2. What rhymes with “tree”?
  - a. Three
  - b. Free
  - c. Bee
  - d. All the above
3. Pick the word that rhymes with “sun”?
  - a. Run
  - b. Fun
  - c. Done
  - d. All of the above
4. What rhymes with “light”?
  - a. Bright
  - b. Night
  - c. Sight
  - d. All of the above
5. Which word rhymes with “star”?
  - a. Car
  - b. Bar

- c. Jar
- d. All of the above

**II. Find the odd one out.**

1. Which word does not rhyme with “cake”?
  - a. Lake
  - b. Take
  - c. Make
  - d. Pack
2. Choose the word that does not rhyme with “shop”?
  - a. Mop
  - b. Pop
  - c. Stop
  - d. Topple
3. Find the word that does not rhyme with “key”?
  - a. See
  - b. Bee
  - c. Free
  - d. Red
4. Which word does not rhyme with “chair”?
  - a. Hair
  - b. Bear
  - c. Air
  - d. Fire
5. Select the word that does not rhyme with “ring”?
  - a. King
  - b. Sing
  - c. Wing
  - d. Bring

**III. Write two more rhyming words for the following words.**

1. Bat \_\_\_\_\_ .
2. House \_\_\_\_\_ .
3. Train \_\_\_\_\_ .
4. Cold \_\_\_\_\_ .
5. Fish \_\_\_\_\_ .
6. Kite \_\_\_\_\_ .

**IV. Fill in the blanks with the correct rhyming words.**

1. There's a **snake** near the \_\_\_\_\_ [lake/river/pond]
2. Why do you **cry** when you \_\_\_\_\_ [eat/fry/cook]
3. The **pup** plays with a \_\_\_\_\_ [doll/ball/cup]
4. There's a big fish **tank** in this \_\_\_\_\_ [mall/bank/shop]
5. Keep the **map** on your \_\_\_\_\_ [desk/lap/bed]
6. This **shell** looks like a \_\_\_\_\_ [ball/pan/bell]

## Chapter 5 Contractions

Contractions are a unique type of word that combines two or more other words in a shortened form, usually with an apostrophe.

Contractions take words that usually go together, like cannot or I have, and then remove certain letters to shorten them and make other words, like can't or I've.

### I. Find the two words in each sentence that can make a contraction and underline them. Then write the contraction on the line.

1. If we know this, we will make some money for sure! We'll
2. Rocky has not given up the fight yet. \_\_\_\_\_
3. They are going to help us get through this. \_\_\_\_\_
4. He does not seem to understand simple instructions. \_\_\_\_\_
5. She will go to the dance with you. \_\_\_\_\_
6. I will not give up my dreams for this. \_\_\_\_\_
7. The pirate will not learn to swim. \_\_\_\_\_
8. It would not be that hard for him. \_\_\_\_\_

### II. Write the contraction for each set of words.

I have		Did not	
He is		We have	
I am		She will	
They are		Would not	

### III. Write the words that each contraction stands for.

They'll		Shouldn't	
I'd		Can't	
You're		Isn't	
I'm		They're	

**IV. Rewrite these sentences with the help of contractions.**

1. It is my dad's car.

Ans. \_\_\_\_\_.

2. He does not have a mobile phone.

Ans. \_\_\_\_\_.

3. Where is the bus stop?

Ans. \_\_\_\_\_.

4. It is not my pen.

Ans. \_\_\_\_\_.

5. She cannot dance.

Ans. \_\_\_\_\_.

6. We are best friends.

Ans. \_\_\_\_\_.

## Chapter 6 Possessives

Read these sentences.

- **Jayant's book** is in the bag.
- **Romila's cat** is under the bed.

In these sentences, we have used an **apostrophe** (') with the nouns to show that something belongs to someone.

A **possessive form** is used with a noun to show its **relationship** to another noun. An **apostrophe** (') is added to show possession.

**Apostrophes are used in different ways.**

1. With singular nouns, an – 's is added after the noun.

- The woman's gloves
- The bird's nest
- The boy's shirt

2. With plural nouns ending with an –s, only an –' is added after the –s.

- The girls' team
- The passengers' tickets
- The teachers' meeting

3. With plural nouns not ending with an –s, an –'s is added after the noun.

- The children's park
- The women's store
- The mice's nests

4. With nouns ending with an –s, only an –' is added after the –s.

- Boris' hat
- Atticus' pen
- Agnes' basket

Non-living objects usually don't have –'s or –' to show possession.

- The **chair's leg** is broken. X
- The **leg of the chair** is broken.

**Rewrite these sentences using possessives in the singular form.**

1. The den of the lion was very dark.
2. The aquarium of the fish needs to be cleaned.
3. The toys belonging to the baby are broken.
4. The test papers belonging to Neha were being corrected by the teacher.
5. The car belonging to Rachel is green.
6. The shoes belonging to Yusuf are missing.

**B. Rewrite these sentences using possessives in the plural form.**

1. The **cars belonging to the officers** were waiting outside the hotel.
2. The **pens belonging to the teachers** were kept on the table.
3. The **books for the children** were in the library.
4. The **wings of the butterfly** are very colourful.
5. I went to **the house of my grandparents** for my summer vacations.

6. The **nests of the birds** swayed on the tree in the storm.

C. Use these words as **possessives** and make sentences.

1. Lion
2. Uncles
3. Teacher
4. Peacocks
5. Drivers
6. Stationmaster
7. Merchant
8. King

## Chapter 7 Adjectives

Read these sentences.

- Pooloma is a **studious** girl.
- There was **some** food in the fridge.
- Ashok knows **three** languages.

The words in bold are **adjectives**.

Adjectives are words that give more information about a noun, such as its **size, type, colour** and so on.

Adjectives can also be used after the noun.

- The day was **sunny**.
- The parrot's squawking was **loud**.

### Adjectives of Quality

**Adjectives of quality** are adjectives used to **describe** the **nature or quality** of a subject or noun.

- He wore a **silk** tie.
- I love having **sticky** toffee.

### Adjectives of Quantity

**Adjectives of quantity** are adjectives that tell us the **number** or the **amount** of an **uncountable noun**.

- We had **some** snacks in the evening.
- There were **many** fish in the river.

### Adjectives of Number

**Adjectives of number** are adjectives that specify the **number** or **amount** of a **countable noun**.

- There are **six** members in my family.
- Ritu has a **few** biscuits in her bag.

### Demonstrative Adjectives

**Demonstrative adjectives** are adjectives that used to specify a **particular** person, place, or thing.

- **That** bus goes to the city.
- **This** library has a large collection of books.
- **Those** boys are my cousins.

### Interrogative Adjectives

**Interrogative adjectives** are adjectives used with a noun to **ask a question**.

- **Whose** bag is this?
- **Which** colour do you like?

### Possessive Adjectives

**Possessive adjectives** are adjectives that are used to show possession or **belonging**. It comes before the noun and tells us to whom the noun belongs.

- This is **my** house.
- We went to **their** school.

**A. Complete these sentences with suitable adjectives of quantity from the box.**

Few   most   full   enough   empty   single   little   many
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1. We don't have enough time to complete the test. We must hurry.
2. There was not a \_\_\_\_\_ fruit on the tree. The birds have eaten them all.
3. A \_\_\_\_\_ students came to school in the rain. Most of them were absent.
4. The nest was \_\_\_\_\_ after the birds flew away. They never came back.
5. \_\_\_\_\_ people came to watch the football match. The stadium was almost full.
6. I don't think I can have the dessert. I'm quite \_\_\_\_\_.
7. \_\_\_\_\_ of my books were damaged by the termites. Few were saved.
8. He was a \_\_\_\_\_ scared to go out in the dark since there was no one outside.

**B. Underline the adjectives of quality in these sentences.**

1. We had a tasty meal at the canteen.
2. I like the new monthly story being published by the magazine.
3. The garden was full of pretty tulips.
4. The rectangular box has the electrician's tools.
5. There is a small gathering in the evening.
6. The old rugs were left to dry.

**C. Rewrite these sentences using the interrogative adjectives.**

1. Jane borrowed her friend's pen. (**whose**)  
Whose pen did Jane borrow?
2. Rishabh bought a blue bag. (**what**)
3. There is a bag on the table. (**whose**)
4. The blue tie is better than the red one. (**which**)
5. The builders are having lunch. (**what**)
6. This is the shortest route to the market. (**which**)

**D. Underline the adjectives of number in these sentences.**

1. There are many people at the fair.
2. Karan bought five apples from the shop.
3. The village has a few schools with canteens.
4. There aren't any photographs in the album.
5. How many pebbles did you pick?

**E. Complete these sentences with possessive adjectives.**

1. Usha and her sister are in Kerala with \_\_\_\_\_parents.
2. Brinda and \_\_\_\_\_friend are talking in the garden.
3. The cat licked \_\_\_\_\_paws.
4. We have booked \_\_\_\_\_train tickets to Puri.
5. \_\_\_\_\_silverware was stolen last night.
6. I was in \_\_\_\_\_room reading a book when Govind and \_\_\_\_\_brother came.

## **Chapter 8 Degrees of Comparison**

**Read these sentences.**

- The pond is **deep**.
- The river is **deeper** than the pond.
- The sea is the **deepest** of them all.

The words in bold are **adjectives**. They are used to show how deep the pond, **river** and **sea** are.

When adjectives are used to **compare** people or objects, we use the **degrees of comparison**.

- Nina had a **big** umbrella (**positive Degree**)
- Rekha's umbrella was **bigger** than Nina's. (**Comparative Degree**)
- Geeta's umbrella was the **biggest** of the three. (**Superlative Degree**)

How are some ways in which we form the comparative adjective.

1. By adding – **er** and –**est**

Loud      Louder      Loudest

2. By adding –**r** and –**st**

Brave      Braver      Bravest

3. By removing the –**y** and adding –**ier** and –**iest**

Tricky      Trickier      Trickiest

4. By **doubling** the final consonants and adding –**er** and –**est**

Dim      Dimmer      Dimmest

5. By using **more** and **most**

Grateful      more grateful      most grateful

6. Irregular comparisons

Little      less      least

Good      better      best

When we compare two things that are the same, we use **as + adjective + as**

- This book is **as good as** that one.
- Maya is **as smart as** Ravi.

#### A. Complete the table

positive	Comparative	Superlative
1. wise	a. _____	i. wisest
2. famous	b. _____	ii. _____
3. _____	c. _____	iii. biggest
4. _____	d. paler	iv. _____
5. intelligent	e. _____	v. _____

#### B. Tick the correct options and complete these sentences.

1. The lamp is **brighter/ brightest** than the candle.

2. Khushi's hair is **longest/ longer** than Leena's.
3. Mehul feels the **happier/ happiest** when he is dancing.
4. This is the **more interesting/ most interesting** book I've read.
5. His cold became **worse/ worst** this morning.
6. My room is warm, but yours is **warmest/ warmer**.

**C. Complete these sentences using as-----as with the adjectives in the brackets.**

1. The box is as heavy as (heavy) the suitcase.
2. Manoj is \_\_\_\_\_ (tired) Neha.
3. The mango ice-cream is \_\_\_\_\_ (delicious) the vanilla one.
4. Alice in wonderland is \_\_\_\_\_ (interesting) The Lion, The Witch and The Wardrobe.
5. Raman is \_\_\_\_\_ (thin) Rohit.
6. Kankana was \_\_\_\_\_ (happy) a lark.

## Chapter 9 Proverbs

A proverb is a short sentence that people often quote, which gives advice or tells you something about life.

For example: A bird in the hand is worth two in the bush.

An old proverb says: The enemy of my enemy is my friend.

**A. Choose the correct word from the bracket to complete each proverb.**

1. Birds of a feather \_\_\_\_\_ together [fly, flock, eat]
2. Don't count your \_\_\_\_\_ before they hatch. [eggs, chickens, eagles]
3. It is better to be safe than \_\_\_\_\_ [sorry, regret, angry]
4. There's no such thing as a free \_\_\_\_\_ [dinner, lunch, breakfast]
5. A friend in need is a \_\_\_\_\_ indeed. [friend, enemy, companion]

**B. Complete each proverb by writing the missing last word.**

1. Give the cold \_\_\_\_\_.
2. You can't teach an old dog new \_\_\_\_\_.
3. A change is as good as a \_\_\_\_\_.
4. You are what you \_\_\_\_\_.
5. A journey of a thousand miles begins with a single \_\_\_\_\_.
6. Blood is thicker than \_\_\_\_\_.
7. Cleanliness is next to \_\_\_\_\_.
8. A penny for your \_\_\_\_\_.
9. Easy come, easy \_\_\_\_\_.
10. Laughter is the best \_\_\_\_\_.

**C. Complete each proverb with words from the box.**

Crying    patience    tree    way    grow    deep
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1. Still waters run \_\_\_\_\_.
2. It's no use \_\_\_\_\_ over spilt milk.
3. Money doesn't \_\_\_\_\_ on trees.
4. The apple never falls far from the \_\_\_\_\_.
5. \_\_\_\_\_ is a virtue.
6. Where there's a will there's a \_\_\_\_\_.

## **Chapter 10 Verbs**

Read these sentences.

- Piyali brushes her teeth.
- They are leaving on Monday.
- The girl has a blue bag.

The words in bold are **verbs**.

**Verbs** tell us what a noun is doing.

**Action verbs** are verbs that tell us about a particular action being done by a noun.

- Sanjay **stands** near the pool.
- Ujjaini **paints** a picture.
- The cat **sleeps** on the chair.

**Auxiliary verbs** are helping verbs that are used with an action word or main verb. They are often used to show the tense of the verb and do not carry a meaning of its own.

- They **are doing** their homework.
- Shruti **is feeling** tired.
- The students **were talking** loudly.

Here, **are**, **is**, and **were**, are auxiliary verbs.

**Be** and **have** can be used as **auxiliary verbs** as well as **main verb**.

- Soumyo **has bought** an umbrella. [**has** as auxiliary verb]
- The girl **had** a football. [**had** as main verb]

Verbs can be **transitive** or **intransitive**.

**Transitive verbs** are verbs that need an **object** to express a complete thought. The meaning of the verbs will remain incomplete without their objects.

- Susan **tries**
- Rohit **sees**

- The woman **asks**

**Intransitive verbs** are verbs that have **no objects**. A sentence with an intransitive verb is complete and does not need an object.

- Misha **danced**.
- Rajiv **ran**.
- The bell **rang**.

**Incomplete verbs** do not make senses by themselves.

- The girl **seems**.
- Sourav **looks**.
- The car **appears**.

They require one or more words to be added to them to give them a **complete meaning**. These words are known as the **complement of the verb**.

- The girl **seems happy**.
- Sourav **looks sleepy**.

Here **happy** and **sleepy** are the **complements** of the verbs **seems** and **looks**.

**A. Underline the action verbs in these sentences.**

1. The birds sang sweetly.
2. She ran towards the door in a hurry.
3. The boy sat quietly with folded arms.
4. Arrange the books in the cupboard, please.
5. Mani hopped on the merry-go-round.
6. Shraddha pushed the chair against the wall.
7. The children swam in the pool.
8. The man knocked at the door.

**B. Tick the correct options to complete these sentences.**

1. Rita **are/is** feeling unwell.
2. My parents **are/were** going to the market later today.
3. The teacher **has/have** checked the test papers.
4. The ship **was/were** sailing to London.
5. My mother **is/was** baking a cake when the doorbell rang.
6. They **have/had** been to Gujarat last year.

**C. Write T for transitive verbs and IT for intransitive verbs.**

1. The boy shouts.      IT
2. Rinku feels.      \_\_\_\_\_
3. The car stopped.      \_\_\_\_\_
4. The tiger roars.      \_\_\_\_\_
5. Shamik draws.      \_\_\_\_\_
6. The baby wants      \_\_\_\_\_

## Chapter 11 Adverbs

Read these sentences.

- Ali walked **quickly**.
- Charlize **never** answers her phone.
- It is an **incredibly** exciting film.
- **Actually**, I'm not sure.

The words in bold are adverbs.

An **Adverb** is a word that can modify or describe a verb, adjective, another adverb, or entire sentence. Adverbs can be used to show manner (how something happens), frequency (how often), place (where), and time (when).

### Adverbs of Manner

An **Adverb of Manner** describes how an action is performed or how something happens. In most cases, adverbs of manner occur after the main verb.

Examples: Adverbs of manner [how]

- Jessie read **quietly**.
- Tom laughed **loudly**.

### Adverbs of Place

An **Adverb of Place** provides information about the location of an action (e.g., position, distance, and direction). Adverbs of place typically occur after the main verb of a sentence.

Examples: Adverbs of place [where]

- Go **downstairs** and open the door.
- Confetti was thrown **everywhere**.
- Come **here**!

### Adverbs of time

**Adverbs of time** (e.g., "yesterday," "today," "tomorrow") describe **when** something happens. They are typically placed at the end of a sentence.

Examples: Adverbs of time [when]

I have to run, but I'll see you **tomorrow**.

Dylan has a dentist appointment, so he will be late for school **today**.

### Adverbs of Frequency

**Adverbs of Frequency** describe how often something happens.

Examples: Adverbs of frequency [how often]

- Anna **always** works on Saturdays.
- Jessica **never** washes the dishes.

#### A. Underline the adverbs of manner and circle the adverbs of place.

1. The cat ate the fish greedily.
2. Simmi patiently waited for the bus.
3. Raj is sitting at the back of the class.
4. She played well although she had injured her foot.
5. Ritu lives nearby.
6. Let's sit outside it's hot in here.
7. Soham quickly made notes as the teacher taught.
8. The squirrel climbed up the tree.

#### B. Underline the adverbs of time and circle the adverbs of frequency.

1. I will call you later in the afternoon.
2. We usually drink tea in the evening.
3. They have been living here since last summer.
4. Seema went to the museum yesterday.
5. You should drink some milk now.
6. We go to the zoo occasionally.
7. He has never been to Jaipur.
8. Hari has been sleeping all day.

## Chapter 12 Simple Present Tense

Read these sentences.

- The chef **serves** food.
- Priya **helps** her mother.
- We **swim** in the summer.

The words in bold are **verbs** that are in the **simple present tense**.

A verb in the **simple present tense** tells us about an action that takes place now or happens regularly.

- Nita **goes** to school.
- They **eat** lunch at 2 o'clock.

When we write a verb before a **singular noun**, we add an **–s** to it. However, when the noun is **plural**, the verb remains in its base form.

- Tanya writes a letter. [singular]
- Tanya and Mita write their exams. [**plural**]

Verbs ending in <b>consonant+y</b>	Y__ies	<ul style="list-style-type: none"> <li>• Cry_cries</li> <li>• Reply_replies</li> </ul>
Verbs ending in <b>vowel=y</b>	Add-s	<ul style="list-style-type: none"> <li>• Play-plays</li> <li>• Stay-stays</li> </ul>
Verbs ending in <b>–s,ch,sh</b>	Add-es	<ul style="list-style-type: none"> <li>• Watch-watches</li> <li>• Wish-wishes</li> </ul>

A. Complete these sentences with the **simple present tense** forms of the verbs in the brackets.

1. Megha **watches** [watch] this show every Sunday.
2. The sun \_\_\_\_\_ [rise] in the east and \_\_\_\_\_ [set] in the west.
3. We \_\_\_\_\_ [read] our books in the library.
4. The man \_\_\_\_\_ [play] the flute very well.
5. The bus conductor \_\_\_\_\_ [reply] very slowly.
6. The fox \_\_\_\_\_ [jump] over the fence.
7. The girls \_\_\_\_\_ [go] for a walk.
8. The plant \_\_\_\_\_ [grow] in the sunlight.

B. Tick the correct options and complete these sentences.

1. The children **visit/visits** the zoo
2. She **make/makes** breakfast on Sundays.
3. The policeman **catches/catch** the thief.
4. Janice **take/takes** her medicines after lunch.
5. The fishermen **row/rows** the boat in the sea.
6. The boy **fish/fishes** in the river.
7. We **greet/greets** our principal in the assembly.
8. She **keep/keeps** her books in the cupboard.

## Chapter 13 Present Continuous Tense

Read these sentences.

- I **am going** to the library.
- He **is eating** a sandwich.
- The children **are playing** in the park.

The words in bold are verbs in the **present continuous tense**.

A verb in the **present continuous tense** tells us of an action is continuing at the moment of speaking or writing.

A sentence with a singular noun or pronoun uses **is + verb + ing**.

- Hamid **is singing**.
- The bird **is flying**.

A sentence with a plural noun or pronoun uses **are + verb + ing**.

- Katha and Sourav **are eating** lunch.
- We **are travelling**.

A Sentence with the pronoun **I** uses **am + verb + ing**.

- I **am riding** a horse.
- I **am cleaning** my room.

**A. Complete these sentences with the present continuous tense forms of the verbs in the brackets.**

1. The tiger is roaring [**roar**] in the jungle.
2. We \_\_\_\_\_ [**try**] to find a shortcut to the market.
3. She \_\_\_\_\_ [**tell**] an interesting story.
4. I \_\_\_\_\_ [**iron**] my school uniform.
5. The teacher \_\_\_\_\_ [**take**] the students to the science exhibition.
6. Richa and Karan \_\_\_\_\_ [**help**] their mother in the kitchen.

**B. Change these sentences from the simple present tense to the present continuous tense.**

1. The plant grows in the sunlight.  
**The plant is growing in the sunlight.**
2. My grandmother knits a sweater.

3. The rabbit sleeps in the garden.
4. The band plays in the circus.
5. The boxes lie on the floor.
6. She brings flowers for her parents.

C. **Make sentences with these words after changing them to the present continuous tense.**

1. Buy we are buying eggs for breakfast.
2. Tear \_\_\_\_\_.
3. Knock \_\_\_\_\_.
4. Visit \_\_\_\_\_.
5. Drink \_\_\_\_\_.
6. Ask \_\_\_\_\_.
7. Laugh \_\_\_\_\_.
8. Open \_\_\_\_\_.

## Chapter 14 Present Perfect Tense

Read these sentences.

- Simmi **has exercised** for two hours this morning.
- Bilal and Mahak **have always lived** in Delhi.
- It **has not been easy** to come here in the rain.

The words in bold are in the **present perfect tense**.

The **present perfect tense** refers to the action or event in the past that is connected to the present. It is formed using **has** or **have** along with the past participle of a verb.

- She **has read** this book.
- Karan **has lost** his cricket bat.
- They **have watched** the film.

Adverbs like **already** and **just** are used with the present perfect tense.

- They **have just met** the Principal.
- The train **has already left** the platform.

The present perfect tense is typically used with **for**, **since**, **never** and **always**.

- I **have waited** here **for** an hour.
- They **have lived** here **since** 2000.
- Renu **has never been** to Jodhpur.

**A. Complete these sentences with the present perfect tense forms of the words in the brackets.**

1. Usha has finished [**finish**] her homework.
2. The tigers \_\_\_\_\_ [**hunt**] a huge deer.
3. They \_\_\_\_\_ [**decorate**] the town hall with balloons.
4. Dhruv \_\_\_\_\_ [**leave**] for his grandmother's house.
5. The students \_\_\_\_\_ [**perform**] very well in the exam.
6. The forest \_\_\_\_\_ [**turn**] green after the rains.
7. Mohana \_\_\_\_\_ [**eat**] her lunch.
8. They \_\_\_\_\_ [**travel**] a lot in the last one year.

**B. Complete these sentences in the present perfect tense using the given words.**

1. Ritu / a new hat / wear  
**Ritu has worn a new hat.**
2. Grandfather / his spectacles / lose  
\_\_\_\_\_.
3. They / the play / watch  
\_\_\_\_\_.
4. Manju / from Nitu / receive / a letter  
\_\_\_\_\_.
5. The baker / cake / bake / a fresh  
\_\_\_\_\_.
6. The students / the notice / read / about exams  
\_\_\_\_\_.

## Chapter 15 Simple Past Tense

Read these sentences.

- The children **played** during lunch break.
- The girl **left** the building.
- Ritesh **climbed** a ladder.

The words in bold are **verbs** that are in the **simple past tense**.

A verb in the **simple past tense** tell us about an action that has already happened in the past time.

- The birds **chirped** on the tree.
- Jasmine **sang** a song.
- Subodh **wrote** a letter.

**The simple past tense of verbs can be written in different ways.**

1. By adding a – **t** to the end of the verb.
  - Leena **dreamt** of buying a new bicycle.
  - The girl **wept** bitterly.
2. By adding – **ed** at the end of the verb.
  - The soldiers **marched** during the parade.
  - Saurav **enjoyed** the school sports day.
3. By changing the verb form
  - Tuhin **ate** an apple.
  - Rohit **saw** a bear in the zoo.

**A. Change these sentences from the simple present tense to the simple past tense.**

1. Uday helps Mukul with his homework.  
Uday helped Mukul with his homework.

2. Sarita reads magazines in the afternoon.

\_\_\_\_\_.

3. The band plays at the function.

\_\_\_\_\_.

4. Katha goes to school.

\_\_\_\_\_.

5. The litchis look delicious.

\_\_\_\_\_.

6. The fishermen go out on a boat.

\_\_\_\_\_.

7. Bina keeps the money safely in her purse.

\_\_\_\_\_.

8. Manoj sharpens his pencil by the bin.

\_\_\_\_\_.

**B. Complete these sentences by using the simple past tense forms of the words in the box.**

Drink	sting	drill	fly	lean
Sail	break	drive	leave	cook

1. The man **drove** the bus carefully in the rain.
2. The child \_\_\_\_\_ a paper plane.
3. The cat \_\_\_\_\_ the milk from the saucer.
4. The Titanic \_\_\_\_\_ from the Southampton to New York.
5. The bee \_\_\_\_\_ the little boy.
6. We \_\_\_\_\_ the playground as soon as it began to rain.
7. Nandini \_\_\_\_\_ the vase by mistake.
8. Yusuf \_\_\_\_\_ a simple meal for himself.
9. The tired man \_\_\_\_\_ against the lamp post.
10. Tanya \_\_\_\_\_ a hole in the wall.

**C. Write five sentences in the simple past tense using be, do, and have**

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

## Chapter 16 Past Continuous Tense

Read these sentences.

- I **was eating** an apple when the telephone rang.
- We **were waiting** at the bus-stop when the bus arrived.

The words in the bold are verbs that are in the **past continuous tense**.

A sentence with a **singular noun or pronoun** uses **was + verb + ing**.

- I **was reading** a book when my mother called.
- The farmer **was working** in the field when it began to rain.

A sentence with a **plural noun or pronoun** uses **were + verb + ing**.

- Deblina and her family **were playing** carom last evening.
- The people **were enjoying** the fair.

A sentence with the pronoun **you** uses **were + verb + ing**, although it is a **singular pronoun**.

- **You were eating** sandwiches.
- **You were sleeping** when I came.

We use the **past continuous tense** –

1. To refer to an action that was going on for a certain period of time in the past.
  - We **were travelling** to Chennai this time last year.
  - I **was watching** the football match at 10:30 p.m. last night.
2. With the simple past tense to show that something happened while another action was still going on.
  - We **were going** to leave when Raj arrived.
  - I met Pooja while I **was living** in Pune.
3. To show that an action happened repeatedly in the past.
  - They **were practicing** for the annual day programme every day.
  - It **was raining** across the city.
4. To show change or growth.
  - She **was learning** to draw well with time.
  - They **were beginning** to enjoy their vacation by the second day.

**A. Complete these sentences with the past continuous tense of the verbs in the brackets.**

1. Radha was baking [bake] a cake when Pooja came in.
2. Mahesh and Reena \_\_\_\_\_ [take] a walk last Sunday when they met their friend.
3. The school \_\_\_\_\_ [close] on Friday for Christmas.
4. Bhola \_\_\_\_\_ [run] a race in the school sports day when he fell down and hurt himself.
5. Sneha and Sunil \_\_\_\_\_ [prepare] for the exam last night.
6. Jay \_\_\_\_\_ [look] sad when he heard that his brother was ill.

**B. Rewrite these sentences with the past continuous forms of the verbs in brackets.**

1. The elephants [splash] water on themselves.  
The elephants were splashing water on themselves.
2. We [practice] for the play yesterday evening.

3. Hari [**fish**] in the pond.

\_\_\_\_\_.

4. The men [**sit**] at the tea stall.

\_\_\_\_\_.

5. The people [**wait**] for the shops to open.

\_\_\_\_\_.

6. Kavita [**swim**] in the river.

## Chapter 17 Past Perfect Tense

Read these sentences.

- They **had made** it possible.
- I **had done** my exercise when Joy came to see me.
- The doctor came after the patient **had died**.

The words written in bold are **past perfect tense**.

Past Perfect Tense tells about actions that happened before another action in the past. For example, "She had left before he arrived." It shows cause and effect between past events. For example, "I was tired because I had worked all day."

**Subject + had + Verb (past-participle) + Object.**

**A. Complete these sentences using the past perfect tense of the verbs given in the brackets.**

1. When we \_\_\_\_\_ (finish) our dinner, we went for a walk.
2. After they \_\_\_\_\_ (eat) some spicy food, they began to feel sick.
3. She told me that she \_\_\_\_\_ (study) a lot before the exam.
4. When I arrived at the hall, the performance \_\_\_\_\_ (start).
5. Rajni \_\_\_\_\_ (live) in Indonesia before she settled down in the USA.
6. When I reached school, the bell \_\_\_\_\_ (ring).

**B. Write the correct form of the verb that is indicated in the brackets.**

1. She \_\_\_\_\_ an autobiography. (write)
2. He \_\_\_\_\_ his project yesterday. (do)

3. They \_\_\_\_\_ an old man very badly on the road. (beat)
4. You \_\_\_\_\_ already \_\_\_\_\_ the rules of our organization. (break)
5. She \_\_\_\_\_ a beautiful dress in the office. (wear)
6. John \_\_\_\_\_ to the wedding anniversary. (come)

## Chapter 18 Simple Future Tense

Read these sentences.

1. Wasim **will** meet the teacher tomorrow.
2. I **shall** go to the bookstore on Monday.
3. Kiran is **going to** brush her teeth at night.

The words in bold are verbs that are in the **simple future tense**.

A verb in the **simple future tense** tells us about an action that will happen in the future time.

We use **will** with all nouns and pronouns.

- They **will** cook the dinner tonight.
- Grandma **will** knit a sweater this weekend.

We use **shall** with the pronouns **I** and **we**.

- I **shall** go to the beach in the holidays.
- We **shall** invite Hemant to come with us to Puri in December.

We use **going to** when we have decided to do something, or when something is about to happen.

- She is **going to** attend the summer camp. [decided]
- I am **going to** sleep in a while. [about to happen]

A. Change these sentences from the **simple present tense** to the **simple future tense** using **will** or **shall**

1. The gardener waters the plants.

**The gardener will water the plants.**

2. We fly kites in the evening.

\_\_\_\_\_.

3. Govind plays with his friends.

\_\_\_\_\_.

4. The shop sells fresh vegetables.

\_\_\_\_\_.

5. Father goes to office at 9:00 a.m.

\_\_\_\_\_.

6. I celebrate Diwali with my friends and family.

\_\_\_\_\_.

B. Complete these sentences with **will** or **going to** and the correct forms of the verbs in the brackets:

1. Lalita has decided that she is **going to move** [move] to Lucknow.

2. Are you \_\_\_\_\_ [stay] here during the winters?

3. Sudha \_\_\_\_\_ [meet] her brother this weekend.

4. I am \_\_\_\_\_ [send] a gift to my friend.

5. My teacher \_\_\_\_\_ [finish] this chapter tomorrow.

## Chapter 19 Future Continuous Tense

Read these sentences.

- We **will be going** for a picnic.
- I **shall be carrying** an umbrella.

The words in bold are verbs in the **future continuous tense**.

A verb in the **future continuous tense** tells us of an action that will happen in the future and go on for a period of time.

We use **will** with all nouns and pronouns.

- Dhaval **will be waiting** for Katha in the canteen.
- The cats **will be sleeping** under the staircase.

We use **shall** and **will** with the pronoun I.

- I **shall be playing** with my friends in the evening.

**A. Change these sentences from future tense to future continuous tense.**

1. I shall work hard for my exams.

**I shall be working hard for my exams.**

2. They will lift the box in the truck.

\_\_\_\_\_.

3. The students will act in the school play.

\_\_\_\_\_.

4. She will call her friend in the evening.

\_\_\_\_\_.

5. Rohit will celebrate his birthday on Saturday.

\_\_\_\_\_.

6. The boys will dig the field.

\_\_\_\_\_.

**B. Complete these sentences with the future continuous tense.**

1. I **will be going** [go] to Raipur next week.
2. We \_\_\_\_\_ [have] guests for dinner tonight.
3. They \_\_\_\_\_ [join] us for the trip.
4. The plane \_\_\_\_\_ [land] in an hour.
5. Suraj \_\_\_\_\_ [listen] to the radio in the afternoon.
6. Rita \_\_\_\_\_ [skip] in the garden.

## Chapter 20 Conjunctions

Read these sentences.

- Amit **and** Asha are waving at each other.
- We were tired **because** we played in the sun.

The words in bold are **conjunctions**.

### And

And is used to join two similar words or phrases that are **related** in their meaning.

- I was feeling tired **and** sleepy.

### Because

Because is used in a sentence to give an **explanation** or reason for an action.

- He caught a cold **because** he got wet in the rain.

### Or

**Or** is used in a sentence to ask for a **choice** between two options.

- Would you like to sit inside **or** on the terrace?

## But

**But** is used to join two sentences that are **different**.

- Jatin woke up early **but** missed the train.

## When

**When** is used to join two sentences when they are **related** to each other.

- We were listening to the radio **when** the electricity went off.

## That

**That** is used to give **additional information** about a sentence.

- He said **that** he was going to leave in a while.

## Until

**Until** is used in a sentence to show that an action continued **upto** a given time.

- The store won't open **until** he comes back

### A. Underline the conjunctions used in the following sentences :

1. We will go on a picnic if it is not raining.
2. She is rich and happy.
3. I waited for him until he came back.
4. Do you want tea or coffee?
5. I shall come to your house if I can.
6. I will call you after I have spoken to him.
7. I know that he is honest.
8. Let us go out and enjoy.
9. Would you like to come today or tomorrow?

### B. Fill in the blanks with suitable conjunctions:

1. She is not only pretty \_\_\_\_ also extremely successful.
2. He worked hard \_\_\_\_ he failed.
3. Vinit is loyal \_\_\_\_ genuine.
4. Either you \_\_\_\_ your sister has broken the glass.
5. The cheetah \_\_\_\_ tiger were living in the forest.
6. Seema is pretty \_\_\_\_ brilliant.

7. As soon \_\_\_\_ I reached the school the bell stopped ringing.  
8. He whispered in a low voice \_\_\_\_ nobody could hear him.

**C.Join these sentences using the conjunctions in brackets.**

1. I was watching television. The cat was sleeping. [and]  
**I was watching television and the cat was sleeping.**
2. The school extended its summer vacations. The rain started. [until]  
\_\_\_\_\_.
3. I will come with you. You are going with your mother. [unless]  
\_\_\_\_\_.
4. The weather was warm. Sanya took a blanket. [although]  
\_\_\_\_\_.
5. Sachin was riding a bicycle. His father gave him. [that]  
\_\_\_\_\_.
6. Do you want coffee? Do you want lemonade? [or]  
\_\_\_\_\_.

## Chapter 21 Prepositions

Read these sentences.

- The food was kept **on** the table
- He put the book **in** his bag.

The words in bold are **prepositions**.

A **preposition** is a word used to link a **noun, phrase or pronoun** to a verb or adjective in a sentence.

### Preposition of Time

Preposition of time are words that tell us **when** an action took place.

- We were **at** the party when the chief guest arrived.
- Tina is going to Delhi **in** August.

### Preposition of Place

Preposition of place are words that tell us **where** an action took place.

- Sumit is standing **in front of** the bookstore.
- The bird is flying high **above**.

### Preposition of Direction

Preposition of direction are words that tell us in **what** direction an action is taking place.

- The bus went **down** the road.
- Punit swam **across** the river.

A. Underline the **prepositions** in these sentences.

1. She has a pen in her bag.
2. The river flowed along the bank.
3. The bird dived into the pond.
4. Harsh was waiting at the bus stop.
5. The students went inside the class as it began raining.
6. My school timings are from 8:00 a.m. to 5:00 p.m.

B. Tick the correct options and complete these sentences.

1. She lost her keys **in / at** the beach.
2. He was waiting **on / in** the room.
3. Ruhi sits **between / beside** Romit in class.
4. The cat jumped **on / in** the counter.
5. We are waiting **on / at** the bookshop.
6. He lives **into / across** the street.

C. Make sentences with the given prepositions.

1. Under we were sitting under a tree.
2. Beside \_\_\_\_\_.
3. Along \_\_\_\_\_.
4. On \_\_\_\_\_.
5. Across \_\_\_\_\_.
6. At \_\_\_\_\_.

## Chapter 22 Punctuations

Read these sentences.

- What is your name?
- Mary said, "I will come with you."
- Ravi is such a kind boy!

The marks or signs **?**, **"....."** and **!** are known as **punctuation marks**.

**Punctuation marks** are symbols used while writing sentences. They are used to write separate sentences and clarify their meaning.

### Full Stop

We use a **[.]** to end a sentence when it is a **statement** or a **command**.

- Jay is playing.
- Her house is far off.

## Question Mark

We use a question mark [?] at the **end** of a question.

- Are you going to the fair?
- Is this your book?

## Comma

We use a comma [,] to separate **nouns, expressions** and **nouns of address** in a sentence.

- We had fruits, sweets, cakes and milk.
- No, you can't leave.

## Exclamation Mark

We use an exclamation mark [!] in sentences that express **sudden emotions** of joy, sorrow, anger, pain or surprise.

- What a wonderful weather!
- Look at the poor bird! It is hurt.

## Apostrophe

We use an apostrophe ['] with a noun to show **possession** or to write **short forms**.

- This is Tara's book.
- Don't be late.

## Inverted commas

We use inverted commas ["..."] to **quote** the exact words spoken by someone.

- Madhu said, "Bring some eggs."
- Ms Mishra said, "What an untidy room!"

### A. Insert the correct punctuation marks where necessary.

1. Will you be meeting with Sachin, Ritu?

2. Maya said Oh what a beautiful ring Sana

\_\_\_\_\_.

3. Isn't the weather too warm

\_\_\_\_\_.

4. The womens hostel is closed today

\_\_\_\_\_.

5. Pratik said Why are you looking sad Ria

\_\_\_\_\_.

6. This is the best news ever

\_\_\_\_\_.

### B. Rewrite these sentences with **punctuation marks** and **capital letters**.

1. Ms Bose was feeling tired so she went to sleep  
Ms Bose was feeling tired, so she went to sleep.
2. We were playing in the sun when Ramesh joined us  
\_\_\_\_\_.
3. The monkeys were sitting on the trees  
\_\_\_\_\_.
4. Megha hasn't come home yet has she  
\_\_\_\_\_.
5. Asha is going to Kanpur on Friday  
\_\_\_\_\_.
6. Ms Sampat said are you going to fix the television  
\_\_\_\_\_.

## Chapter 23 Subject-Verb Agreement

**Read these sentences.**

- The man **is** driving a bus.
- The boys **are** playing in the park

In the first sentence, we use **is** with the noun **man** because it is a **singular noun**.

In the second sentence, we use **are** with the noun **boys** because it is a **plural noun**.

We use **am** with the pronoun **I** and **are** with the pronouns **you, they** and **we**.

- I **am** unwell today
- You **are** reading a book.
- They **are** decorating the hall.

	<b>I</b>	am	<ul style="list-style-type: none"> <li>I am having some fruits</li> </ul>
<b>Singular</b>	he, she, it	is	<ul style="list-style-type: none"> <li>He is tired.</li> <li>She is playing tennis.</li> <li>It is blocking the door.</li> </ul>
<b>Plural</b>	You, they, we	are	<ul style="list-style-type: none"> <li>You are a student.</li> <li>They are going to the park.</li> <li>We are leaving for Bhopal.</li> </ul>

We use **has** with singular nouns and pronouns **he, she** and **it** and **have** with plural nouns and pronouns **I, you, they** and **we**.

- He **has** a headache.
- I **have** bought some apples.
- They **have** a new car.
- You **have** read this book.

**Is, am, are, has and have** are used with **nouns** or **pronouns** in the **present tense**.

**Was and were** are used with **nouns** or **pronouns** in the **past tense**.

We use **was** and **has** with singular nouns and pronouns **I, he, she** and **it** and **were** and **have** with plural nouns and pronouns **you, they** and **we**.

We add an **-s** to the base verb with singular nouns and pronouns **he, she**, and **it**.

- Henna **sings** a song.
- He **reads** the newspaper.

**Q1. Fill in the blanks with appropriate forms of verb. Choose the answers from the options given in the brackets.**

1. One of my friends ..... gone to France. (has / have)
2. Each of the boys ..... given a present. (was / were)
3. Neither of the contestants .....able to win a decisive victory. (was / were)
4. Oil and water ..... not mix. (do / does)
5. He and I ..... at Oxford together. (was / were)
6. Slow and steady ..... the race. (win / wins)
7. He ..... any right to the property. (has / have)
8. No prize ..... given to the boy, though he stood first in the exam. (was / were)
9. Mary and Alice ..... responsible for this. (is / are)
10. The Minister ..... not given any explanation for this. (have / has)

**Q2. Circle the correct verb in each of the sentences below.**

1. Your friend (talk-talks) too much.
2. The man with the roses (look-looks) like your brother.
3. The women in the pool (swim-swims) well.
4. Bill (drive-drives) a cab.
5. The football players (run-runs) five miles every day.
6. That red-haired lady in the fur hat (live-lives) across the street.

7. He (cook-cooks) dinner for his family.
8. The boys (walk-walks) to school every day.
9. The weather on the coast (appear-appears) to be good this weekend.
10. The girls (look-looks) beautiful.

**Q3. Rewrite these sentences with the help of the clues in the brackets.**

1. He has boarded the train. [Raghu and his family]

**Raghu and his family have boarded the train.**

2. Mita has a book on underwater plants. [we]

\_\_\_\_\_.

3. Soham has an exam tomorrow. [they]

\_\_\_\_\_.

4. She has been waiting here for long. [the people]

\_\_\_\_\_.

5. Rohit has breakfast at 9:00 a.m. [they]

\_\_\_\_\_.

6. She has a ticket for the puppet show. [we]

\_\_\_\_\_.

## Chapter 24 Rearranging Words

Jumbled words and sentences are words or letters mixed up or arranged in a random order, making them difficult to read or comprehend. Consider taking a word and rearranging its letters in a way that doesn't make sense at first. Jumbled words and sentences are like word puzzles where you need to put the letters and words back in the right order to reveal the hidden words, making language learning more fun and challenging.

Jumbled words help to improve vocabulary, language comprehension and problem-solving skills. It's a valuable skill for understanding and using language effectively.

For example,

**Jumbled Word:** DIOLVESS

**Answer:** DISSOLVE

**Jumbled Sentence:** the merchant/the ship/soon/sank/went down/it/with/and

**Answer:** Soon the ship sank and the merchant went down with it.

**Step 1:** First, try to identify the subject-verb-object relationships. In English, sentences usually follow a subject-verb-object (SVO) structure. Try to identify the subject, verb and object, and arrange the words accordingly.

For example, "the/ man/travelled/a/old/had/and/long /way/ was/ tired". In the given sentence, subject: old man, verb: travelled and an object: tired

First, let's rearrange the words- Old man travelled tired

**Step 2:** After this, identify the punctuation and connecting verbs.

For example, the, a, had, was, are.

Arrange them to form a sentence: The old man had travelled and was tired. Identify the next phrase in a sequence of words and rearrange them.

**Step 3:** Should try out different word orders until find a meaningful one.

1. The letters of the word below are jumbled. Figure out the correct sequence and write the word.

- a. CSSAL \_\_\_\_\_
- b. COLBBRE \_\_\_\_\_
- c. EGLISHN \_\_\_\_\_
- d. TUAHGT \_\_\_\_\_
- e. CUAGTH \_\_\_\_\_

**2. Unscramble the following words.**

- a. ORHTW
- b. FNA
- c. DGO
- d. ALPPE
- e. ANGMO

**Q3. Arrange the following jumbled words in order to make meaningful sentences.**

- 1. delicious/ her/ cookies/ baked/ chocolate/ mother

Her mother baked delicious chocolate cookies.

2. under/ the/ the/ sky/ stars/ we/ camped/ countless

\_\_\_\_\_.

3. in/ the/ morning/ I/ love/ fresh/ air/ the/ breathe /to

\_\_\_\_\_.

4. my/ the/ happy/ on/ made/ birthday/ friends/ me

\_\_\_\_\_.

5. to/ I/ my/ ride/ bike/ the/ like/ park/ in

\_\_\_\_\_.

## Writing Skills

### Paragraph Writing

A paragraph has a group of small sentences organized and put down together on a particular topic. A good paragraph is one which manages to put across the idea as clearly as possible.

- **Unified**—All of the sentences in a single paragraph should be related to a single controlling idea (often expressed in the topic sentence of the paragraph).
- **Clearly related to the thesis**—The sentences should all refer to the central idea.
- **Coherent**—The sentences should be arranged in a logical manner and should follow a definite plan for development.
- **Well-developed**—Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea.

### Hard Work Always Pays

Hard work is the key to success. There is no alternative to hard work. An idler depends too much on chance. He sits with folded hands and waits for some golden

chance to come his way. The result is that he keeps sitting while others march and achieve whatever they desire. Lives of great men are the shining examples of dedication to work. They never bother about the nature of work. All work is noble. What is true of an individual is true of a nation also. Only those nations progress whose people are hard-working and industrious. Japan, which was a backward country a century ago, is one of the most prosperous countries in the world today. And this prosperity has been achieved by the Japanese by dint of hard work.

A. Write a short paragraph on these topics.

1. My favourite subject
2. Why I like to read
3. At the library
4. Why I love my school

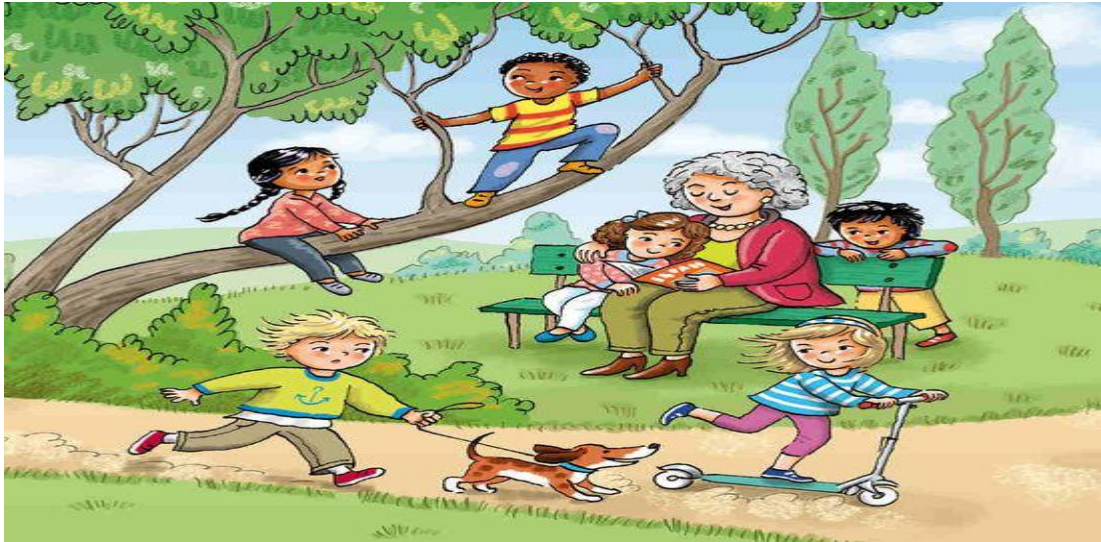
## Picture Composition

A picture composition refers to writing a composition based on a given picture to describe the picture and its content. In the picture composition writing process, students can weave their thoughts with words to tell the stories inspired by the given picture. Picture composition is the process of explaining a picture with words.

A. Look at the picture and write five sentences on it.



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



B. Look at the picture and write five sentences.

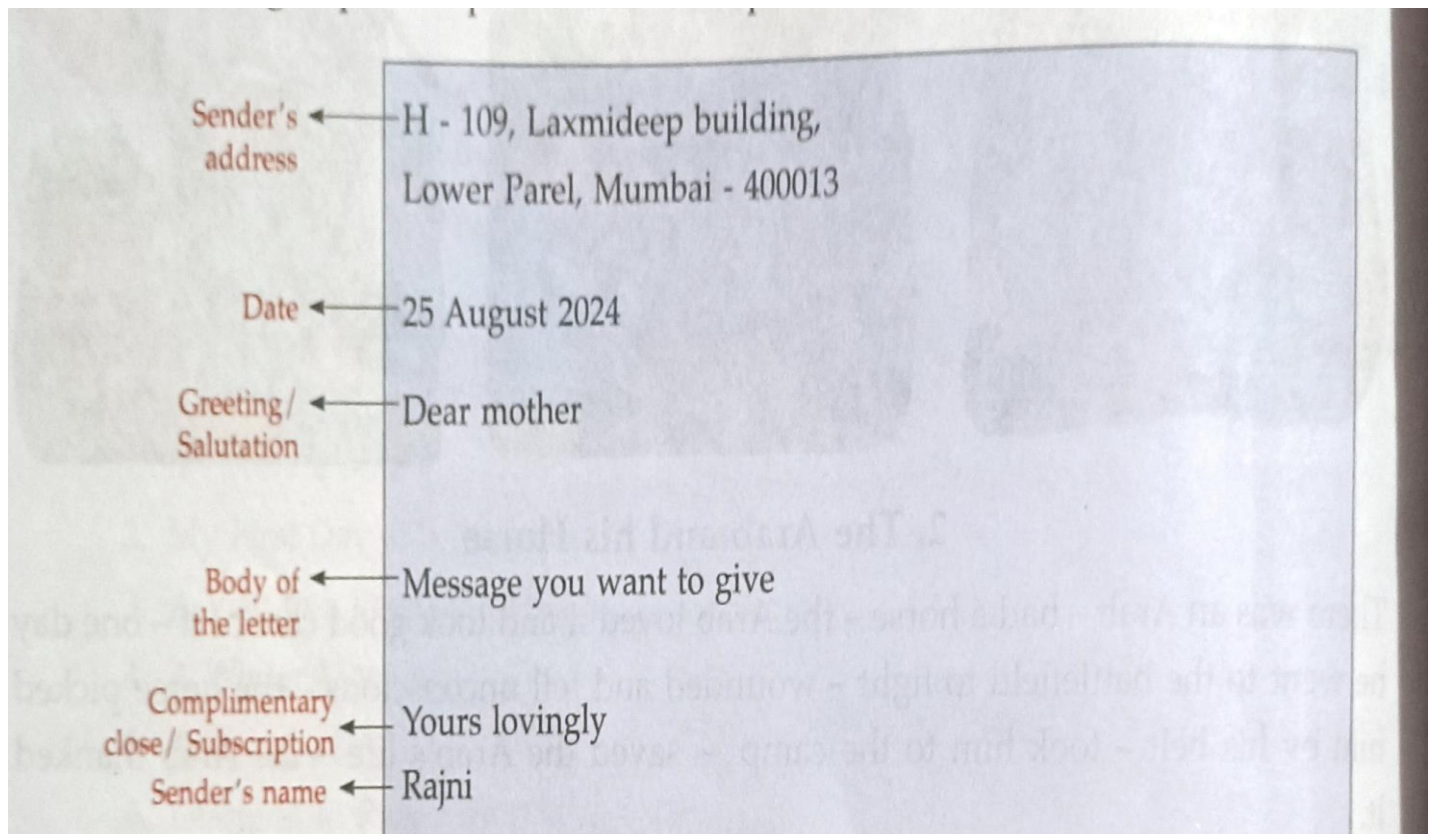
1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

### Writing an informal letter

**Informal letters** are personal letters that are written to let your friends or family know about what is going on in your life and to convey your regards.

**An informal letter** is usually written to a family member, a close friend etc. The language used in the formal letter is casual or personal.

**Format of an informal letter**



## SAMPLES

1. **Write a letter to your father asking him to come to pick you up at the station.**

10, State Bank colony

Mathura

20 April 2024

Dear Daddy

I hope you received my letter that I wrote to you last week. I want to remind you once again that I will be reaching Mathura on the night of 25<sup>th</sup> by the Rajdhani Express. My coach number is 798086. Please come to the station to pick me up. I look forward to seeing you soon.

Yours lovingly

Rajeev

**2. Your brother is going to appear in the final examination of class 5. Write a letter to him wishing him good luck.**

18, Avas-Vikas Colony

Bhopal

12 September 2024

Dear Saurabh

I hope you are fine. We know that it is exam time for you and you would be appearing for your class 5 exams. It would be best if you study hard and revise all the lessons. You can also practice writing answers. This way you will remember what you have learnt. I hope you will score good marks and wish you all the best.

Yours lovingly

Shalini

## Practice questions

Write letters on the following.

1. You have recently changed your school. Write a letter to your friend telling him about your new school.
2. Your classmates are going to Mussoorie, Haridwar and Rishikesh on a trip. Write a letter to your father asking him to give you permission to go on the trip.
3. Your friend has settled in Chennai. She has sent you a birthday gift. Write a letter of thanks to her.

## Notice Writing

A **notice** is a short piece of communication written in formal style to convey important information to a group of people in an organisation.

**A good notice should have the following features:**

- a. Brief (about 40 to 50 words)
- b. Complete (provide complete information)
- c. Authority (include name of authority who is issuing it)
- d. Clarity (it should be straightforward)

**A notice has three parts.**

1. **Head:** It is the eye-catcher; it tells the main topic or issue of the notice.
- 2 **Body:** All information is provided here.
3. **Authority/Contact Person:** Name and signature of the notice-issuing authority should be included.

## Format of notice writing

M K Public School, Dehradun ← *Name of the issuing agency*

NOTICE

Inter-School Debate ← *Subject of the notice*

18 Aug 2020 ← *Date of issue*

An inter-school debate is being organised by Doon Global School for classes V to VIII on 31 August 2020 at 9:00 a.m. The topic of the debate is 'Should Tablet Computer Become the Primary Way Students Learn in Class?'

Students who are interested in participating in the debate may contact the undersigned by 21 August 2020.

Savita Patil ← *Name of authorised signatory*

Head of Department (English) ← *Designation*

## SAMPLES

1. You are Jaya/Jayant, the student council head of Adarsh Shiksha Niketan School. Draft a notice in about 40-50 words to inform students about the upcoming school trip to Shimla. Make sure to include additional details such as the date, time, fee, and whom to contact.

Lotus Valley Public School, Delhi

NOTICE

November 13, 2024

School Trip to Shimla

This is to inform all students that the school is organising a trip to Shimla from November 20 to November 25. Interested students can register by depositing Rs. 2000 and consent forms to their class teachers by November 16, 2024.

Jaya  
Head Girl

2. You are the President of your school's Eco Club. Write a notice to inform students about a Tree Plantation Drive. Also encourage students to participate by providing details about the time, date, and location.

XYZ Public School, Delhi

### NOTICE

November 13 2024

#### Tree Plantation Drive

It is hereby informed that our school is organising a Tree Plantation Drive on November 25, 2024, at 10:00 AM. Students from classes are requested to participate and learn the importance of saving trees. The saplings will be provided by school authorities.

Drishti

President, Eco Club

### PRACTICE QUESTIONS:-

1. You are Saya/Surya, the head of your school's English department. Write a notice in 40-50 words informing students about an upcoming storytelling competition in your school. Invest relevant details such as the date, day, and venue.
2. As the head of your school's Eco Club, write a notice informing students about a Tree Plantation Drive. Add relevant details such as date, day, and assembling point to make it informative.
3. A student has found a lost pencil case in the school playground. Write a notice in about 40-50 words to inform students about the details of the pencil case and where to collect it from.

4. You are Shreya/Shreyansh, the head of your school's Science Club. Write a notice encouraging students to register for the event with their projects before the deadline.

3. 5. Your school is organising an arts and crafts exhibition in your school. Write a notice in 40-50 words inviting parents and students to visit

#### EXAMPLE

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## Story Writing

A **story** is a descriptive narration that tells us about an incident or a character that might be real or imaginary.

A story is usually developed based on certain guidelines.

1. While writing a story, try to **complete it in one sitting**. Sometimes when we get interrupted, there is a chance that we might forget some details or some idea that we had before.
2. Write in **detail** about your characters, whether they are humans or animals. When someone reads your story, they can understand what the character is like – whether they are happy or sad, good or bad. The characters should also be described based on their appearance – like a sly, brown fox with pointed ears or a small girl with big, brown eyes and thick, black hair.
3. Keep the narration **simple** but also try to add some **suspense** to it. Write in short sentences and arrange the events in a proper order. Each event should be clearly connected to the next event.
4. Write a proper **ending** so that there is no mystery left.
5. Write **interesting dialogue** between your characters. Keep them as realistic as possible.

### The Crooked Tree

In a dense forest filled with tall, straight trees, there was one tree whose branches were crooked and shapeless. This crooked trunk tree often felt sad and thought, "How ugly I am! All others are straight and have nice shapes. I alone have a crooked trunk."

One day, a wood-cutter came into the forest. He looked around and said, "I will cut all the trees here, except that crooked tree. It is of no use to me." He cut down all the other trees, leaving the crooked tree untouched. The crooked tree was now happy and thankful to the Lord for creating it with crooked branches.

## Moral of the Story

This story teaches us about the value of contentment and recognizing the blessings in our lives. The opulence of an individual is not measured by material possessions or social status but by how satisfied one is with what the Lord has provided.

### The Ungrateful Lion

In a dense forest, lived a fierce lion. He was very cruel. One day the lion was caught in a hunter's trap. One by one many animals passed by. "Please help me!" pleaded the lion. But none of the animals listened to his plea.

After a while, a man happened to come into the forest. He saw the lion. The lion said, "I will die of hunger and suffocation. Please help me out, O! kind man." The man was thoughtful. "I assure you I will never harm you. Please help me now. The hunter will be anytime now," said the lion.

The man felt sorry for the lion and set the beast free. As soon as the lion was free, he let out a fierce roar. "I have been trapped in the cage for a long time. I am hungry. I will have to eat you," said the lion, looking at the man. "But you promised that you would not harm me," said the man, in a meek tone. "Yes, I said that. But only to convince you to free me. Now, I am terribly hungry," said the lion.

The terrified man thought quickly. He said, "Alright, you can eat me. But let a judge decide if you are right in eating the person who has rescued you."

The lion agreed. He was sure that no animal would speak against him. Just then a jackal came that way and the lion asked the jackal to be the judge. He addressed the lion, "Sir, would you please show me how it all happened?" The lion was only too willing. He entered the cage and closed the cage door. The jackal immediately bolted the cage from outside.

"Now the lion is trapped again. Run away, you foolish man! And never offer help to anyone without thinking," said the jackal. The frightened man ran for his life. And the ungrateful lion was trapped in the cage again. The hunter came and took the lion away to his circus.

A. Write a short story on the given topics.

1. Write a story about a man who owns a bakery.
2. Write a story about a stormy night.
3. Write a story about a little bird that gets lost in a big city.

## Reading Comprehension

### A. The Little Red Fox

Once upon a time, there was a little red fox. One day, he was very thirsty and went to a river to have a drink. When he looked into the water, he became very angry because he thought another fox was looking at him. He growled at it to go away and said it was his river. The fox in the water did not go away but stayed silent. The little red fox shouted that he would leap into the water and bite the nasty fox. A little brown duck heard him shouting and asked why he was doing so. The fox told her about the other fox in the water. The duck warned him that a terrible crocodile lived in the river and would grab him. The little red fox laughed and said he was not scared of any crocodile.

**Answer these questions:**

1. Why was the little red fox angry?

\_\_\_\_\_.

2. Who heard the little red fox shouting?

\_\_\_\_\_.

3. What did the little brown duck say about the crocodile?

\_\_\_\_\_.

4. Do you think the little red fox was wise or foolish? Why?

\_\_\_\_\_.

5. What did the little red fox want to do to the other fox?

\_\_\_\_\_.

### B. Read the story.

In a small town, there lived a kind little girl named Maya. She loved helping others and often shared her toys with her friends. One day, while walking home from school, she saw an old man sitting on a bench looking sad. Maya approached him and asked, "Why are you sad, sir?"

The old man replied, "I lost my way home and don't know how to get back." Maya felt sorry for him and decided to help. She asked him to describe his home, and after

listening carefully, she remembered the way. Together, they walked to the old man's house.

When they arrived, the old man thanked Maya and gave her a shiny coin as a reward. Maya smiled and said, "I just wanted to help!" From that day on, the old man became her friend.

**Questions:**

**Fill in the Blanks:**

1. Maya lived in a \_\_\_\_\_ town.
2. The old man was sitting on a \_\_\_\_\_.
3. Maya received a shiny \_\_\_\_\_ as a reward.

**Multiple Choice Questions (MCQs):**

4. What did Maya love to do?
  - A) Play alone
  - B) Help others
  - C) Collect coins
  - D) Go shopping
5. How did Maya help the old man?
  - A) She gave him money
  - B) She walked him home
  - C) She bought him food
  - D) She called for help

**Short Answer Questions:**

6. What did the old man lose?

\_\_\_\_\_.

7. How did Maya feel when she helped the old man?

\_\_\_\_\_.