

# CHAPTER 1 NOUNS

A noun is a word that names a person, place, thing, or idea.

Examples: 1. Riya is reading a book.

2. Delhi is the capital of India.

Kinds of Nouns

## 1. Proper Noun

A proper noun is the name of a particular person, place, or thing. It always begins with a capital letter.

Examples: 1. Mahatma Gandhi was a great leader.

2. The Taj Mahal is a beautiful monument.

## 2. Common Noun

A common noun is a general name for people, places, or things of the same kind. It does not begin with a capital letter unless it starts a sentence.

Examples: 1. The boy is playing in the park.

2. A doctor treats patients.

## 3. Collective Noun

A collective noun refers to a group of people, animals, or things taken as a single unit.

Examples: 1. The army is marching forward.

2. A bunch of grapes is on the table.

## 4. Abstract Noun

An abstract noun names a quality, feeling, idea, or state that cannot be seen or touched.

Examples: 1. Honesty is the best policy.

2. She was full of joy.

## 5. Material Noun

A material noun refers to substances or materials from which things are made.

Examples: 1. This table is made of wood.

2. Gold is a precious metal.

## Exercise

Q1. Identify the kind of noun in the following sentences:

1. Kolkata is a big city.

2. The herd of cows is grazing in the field.

3. Sugar is sweet.

4. His bravery saved many lives.

5. The teacher gave the students some homework.

Q2. Fill in the blanks with suitable abstract nouns:

1. \_\_\_\_\_ is the key to success. (honest/honesty)

2. The old man is known for his \_\_\_\_\_. (wise/wisdom)

3. His \_\_\_\_\_ was appreciated by everyone. (kind/kindness)

4. We should always speak the \_\_\_\_\_. (true/truth)

5. The soldiers fought with great \_\_\_\_\_. (brave/bravery)

Q3. Underline the nouns and write their kinds:

1. The Ganga is a holy river.
2. She was filled with happiness.
3. A pack of wolves was seen near the forest.
4. The carpenter made a beautiful chair from wood.
5. The Taj Mahal is a famous monument.

Q4. Write an abstract noun for the given adjectives or verbs:

1. Happy → \_\_\_\_\_
2. Strong → \_\_\_\_\_
3. Believe → \_\_\_\_\_
4. Kind → \_\_\_\_\_
5. Wise → \_\_\_\_\_

## CHAPTER 2.PRONOUNS

A pronoun is a word that is used in place of a noun to avoid repetition.

Examples:

1. Riya is my friend. She is very kind.
2. This is my book. It is very interesting.

### Kinds of Pronoun

#### 1. Personal Pronoun

Personal pronouns replace specific people or things and change form based on number, person, and gender.

Examples: 1. He is going to the market.

2. They are playing football.

#### 2. Possessive Pronoun

Possessive pronouns show ownership or possession.

Examples: 1. This pen is mine.

2. That house is theirs.

#### 3. Reflexive Pronoun

Reflexive pronouns are used when the subject and object of a sentence are the same. They end in "-self" or "-selves."

Examples: 1. She hurt herself while cooking.

2. They enjoyed themselves at the party.

#### 4. Emphatic Pronoun

Emphatic pronouns are used to emphasize the subject. They also end in "-self" or "-selves."

Examples: 1. I myself completed the project.

2. She herself admitted her mistake.

#### 5. Demonstrative Pronoun

Demonstrative pronouns point to specific things or people.

Examples: 1. This is my bag.

2. Those are my friends.

#### 6. Interrogative Pronoun

Interrogative pronouns are used for asking questions.

Examples: 1. Who is your best friend?

2. Which is your favorite color?

#### 7. Relative Pronoun

Relative pronouns connect two sentences and provide additional information about a noun.

Examples: 1. This is the boy who won the race.

2. I know the place where she lives.

#### 8. Indefinite Pronoun

Indefinite pronouns refer to non-specific people or things.

Examples: 1. Someone knocked at the door.

2. Everybody was excited about the trip.

#### Exercise:

Q1. Identify and underline the personal pronouns in the following sentences:

1. I am going to the park.

2. She loves reading books.

3. They are coming to my house.

4. He plays football every evening.

5. We went to the zoo yesterday.

Q2. Fill in the blanks with suitable possessive pronouns:

1. This bicycle belongs to me. It is \_\_\_\_\_.

2. That house belongs to them. It is \_\_\_\_\_.

3. I have my book. Where is \_\_\_\_\_?

4. We have our tickets. Do you have \_\_\_\_\_?

5. This is my bag. That one is \_\_\_\_\_.

Q3. Fill in the blanks with reflexive or emphatic pronouns:

1. I made this project \_\_\_\_\_.

2. She hurt \_\_\_\_\_ while running.

3. You should believe in \_\_\_\_\_.

4. They completed the work \_\_\_\_\_.

5. He cooked the food \_\_\_\_\_.

Q4. Choose the correct demonstrative pronoun:

1. \_\_\_\_\_ (This/Those) is my favorite book.

2. \_\_\_\_\_ (These/That) are my shoes.

3. \_\_\_\_\_ (Those/This) is a beautiful painting.

4. \_\_\_\_\_ (These/That) apples are fresh.

5. \_\_\_\_\_ (This/Those) is my school.

Q5. Complete the sentences using interrogative pronouns:

1. \_\_\_\_\_ is your best friend?

2. \_\_\_\_\_ is knocking at the door?

3. \_\_\_\_\_ of these books do you want?

4. \_\_\_\_\_ did you meet yesterday?

5. \_\_\_\_\_ is your favorite hobby?

Q6. Combine the following pairs of sentences using an appropriate relative pronoun:

1. The boy is my cousin. He won the first prize.

2. The book is very interesting. I borrowed it from the library.

3. This is the girl. Her father is a doctor.

4. The school is very old. My grandfather studied there.

5. We met a man. He could speak five languages.

6. The movie was amazing. You recommended it to me.
7. This is the place. We had a picnic here last year.
8. She is the teacher. All the students admire her.
9. I remember the day. I first met you on that day.
10. The dog belongs to my neighbor. It barks all night.

Answers (for reference):

1. The boy who won the first prize is my cousin.
2. The book which I borrowed from the library is very interesting.
3. This is the girl whose father is a doctor.
4. The school where my grandfather studied is very old.
5. We met a man who could speak five languages.
6. The movie that you recommended to me was amazing.
7. This is the place where we had a picnic last year.
8. She is the teacher whom all the students admire.
9. I remember the day when I first met you.
10. The dog that barks all night belongs to my neighbor.

## CHAPTER 3.ADJECTIVES

An adjective is a word that describes or modifies a noun or a pronoun. It provides additional information about size, shape, color, quantity, or quality.

Examples:

She has a beautiful dress.

The sky is blue today.

Kinds of Adjectives with Definitions & Examples

### 1. Adjective of Quality

Describes the nature or quality of a noun.

Examples: She has a kind heart.

The brave soldier fought for the country.

### 2. Adjective of Quantity

Tells about the amount of something (without exact numbers).

Examples: He drank some water.

I have enough money.

### 3. Adjective of Number

Indicates the exact number of nouns or their position in a series.

Examples: There are three apples in the basket.

This is my first trip abroad.

### 4. Demonstrative Adjective

Points out a specific noun.

Examples: This book is mine.

Those shoes belong to her.

### 5. Interrogative Adjective

Used with a noun to ask questions.

Examples: Which dress will you wear?

What time is the meeting?

### 6. Possessive Adjective

Shows ownership or possession.

Examples: This is my pen.

That is her car.

### 7. Distributive Adjective

Refers to individual nouns separately.

Examples: Each student must submit their assignment.

Every child deserves education.

### Exercises

A. Identify the adjectives in the following sentences and mention their type.

1. She wore a beautiful dress.
2. I have enough money to buy the book.
3. He bought two new pens.
4. That house is very big.
5. Whose bag is lying there?
6. Every student should participate in the competition.

B. Fill in the blanks with the correct adjective.

1. The \_\_\_\_\_ sky looked amazing. (beautiful/difficult)
2. I have \_\_\_\_\_ friends. (many/much)
3. Please give me \_\_\_\_\_ sugar. (some/few)
4. This is \_\_\_\_\_ book. (your/which)
5. He was the \_\_\_\_\_ person to enter the hall. (first/many)

C. Choose the correct adjective from the bracket.

1. I bought a \_\_\_\_\_ shirt. (blue/seven)
2. There are \_\_\_\_\_ apples in the basket. (many/much)
3. \_\_\_\_\_ book do you like the most? (Which/Those)
4. He has a \_\_\_\_\_ voice. (sweet/three)
5. My mother gave me \_\_\_\_\_ advice. (some/seven)

## CHAPTER 4. VERBS-Regular and Irregular

All verbs in the English language (except for to be), have five forms: base form (infinitive), past tense, past participle, present participle, and third-person singular (or –s form).

Base form: (to) talk

Past tense: talked

Past participle: talked

Present participle: talking

Third-person singular: talks

When figuring out if a verb is regular or irregular, the forms you have to consider are past tense and past participle.

What Are “Regular Verbs”?

When the past tense and past participle of a verb is formed by adding “-ed” or “-d”, it’s a regular verb.

We honor our ancestors.

(Base)

We honored our ancestors.

(Simple past)

We had honored our ancestors every year for the past 20 years.

(Past perfect with past participle included)

Examples of “Regular Verbs”

Infinitive	Simple past	Past progressive
ask	asked	asked
look	looked	looked
start	started	started
talk	talked	talked
want	wanted	wanted

What Are “Irregular Verbs”?

When a verb’s past tense or past participle form doesn’t follow the “-ed” or “-d” pattern, then it’s an irregular verb.

We will fly from New York to San Francisco.

(Base)

We flew from New York to San Francisco.

(Simple past)

We had flown from New York to San Francisco.

(Past perfect with past participle included)

Irregular verbs are challenging because their conjugation patterns vary and are unpredictable.

Examples of “Irregular Verbs”

BASE FORM	SIMPLE PAST	PAST PARTICIPLE
Dream	Dreamt	Dreamt
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Feel	Felt	Felt
Fight	Fought	Fought
Find	Found	Found
Fly	Flew	Flown
Forget	Forgot	Forgotten
Forgive	Forgave	Forgiven
Get	Got	Got
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Hang	Hung	Hung
Have	Had	Had
Hear	Heard	Heard

Q1. Fill in the blanks with the correct past simple or past participle form of the verb in brackets:

1. She \_\_\_\_ (go) to the market yesterday.
2. They have \_\_\_\_ (write) a letter to their friend.
3. He \_\_\_\_ (break) his phone last night.
4. We \_\_\_\_ (see) a beautiful rainbow after the rain.
5. She has \_\_\_\_ (give) me her notebook.
6. The boy \_\_\_\_ (run) very fast in the race.
7. He has \_\_\_\_ (eat) all the chocolates.
8. I \_\_\_\_ (meet) my old teacher at the mall.
9. The wind \_\_\_\_ (blow) strongly during the storm.
10. They \_\_\_\_ (take) the wrong road by mistake.

## CHAPTER 5.ADVERBS

An adverb is a word that modifies a verb , an adjective or another adverb.

They are of different types :

- \* Adverbs of manner      \* Adverbs of time      \* Adverbs of place
- \* Adverbs of frequency      \* Adverbs of degree

### 1. Adverbs of manner

- \* These adverbs show how or in what manner an event takes place .  
Like quickly, loudly, happily, easily, carefully, well, gladly , fast, etc.  
Most adverbs of manner end in – ly.

Example : She sings sweetly.

How does she sing ? sweetly .

‘ Sweetly ’ is the adverb added to tell us how she sings .

I. Fill in the blanks with adverb form of words given in the brackets .

1. We are ..... thinking of selling away the car. [ serious ]
2. He slammed the door ..... [ angry ]
3. She is a good tennis player . She plays very ..... [ good ]
4. All the children followed the teacher ..... [ obedient ]
5. We watched the man ..... [ secret ]
6. Our Jawans fought ..... in Kargil [ brave ]
7. Walk ..... or we shall miss the train . [ fast ]
8. The yoga teacher came in ..... [ quiet ]
9. Rohan carved the piece of wood [ skilful ]
10. The players practised [ sincere ]

II. Adverbs of time : Adverbs of time tell us when something is done. Words such as yesterday , today, tomorrow, recently, lately, soon, later, early, are adverbs of time.

Example : i ] Do it now before my eyes.

ii ] I shall be back soon .

iii ] What were you doing

Choose an adverb from the box. [ today , daily, Tomorrow, early, yesterday , now, later, recently , already, at once ]

1. I am busy now, I Will call you .....
2. I hurt my ankle .....
3. They come here .....
4. We met at a party .....
5. I have ..... instructed him of his duties.
6. The conference began .....
7. She replied .....
8. The meeting is postponed till .....
9. .... I will visit the dentist .
10. Do it ..... before my eyes.

III. Adverbs of place : Adverbs of place tell us where something happens. The words above , abroad, backwards , forward, below, downstairs, upstairs, outdoors, indoors, outside, inside, nearby, upwards, somewhere, everywhere, here are some adverbs of place.

Example : i] Come here .

ii ] My brother is out

iii ] God is present every where

\*Insert the adverb in the brackets in the correct position in these sentences .

1. The teacher everywhere looked for Mina. [ everywhere ]

.....

2. I somewhere saw her. [ somewhere ]

.....

3. My friend here lives . [ here ]

.....



4. Get at once out . [ out ]  
.....
5. You forward may come . [ forward ]  
.....
6. The lift is up going . [ up ]  
.....
7. She ran to stop her friend downstairs . [ downstairs ]  
.....
8. She stared up above at the stars . [ above ]  
.....
9. I looked down below at the hall . [ below ]  
.....
10. He went and knocked at the door upstairs . [ upstairs ]  
.....

IV. Adverbs of frequency : Adverbs of frequency tell us how often something happens . The words usually, always, often, sometimes, never, weekly, monthly, rarely and seldom are some adverbs of frequency .

Example : i] I usually go for a walk in the evening .

ii ] She seldom visits us .

iii ] Neha rarely attends parties .

Answer the following questions about you. Use adverbs of frequency [ in bold ] in your answers .

1. What do you always do on weekends ?  
\_\_\_\_\_
2. What time do you usually wake up every ?  
\_\_\_\_\_
3. Where do you often go on holidays ?  
\_\_\_\_\_
4. Where do you sometimes eat lunch ?  
\_\_\_\_\_
5. Who do you rarely talk to ?  
\_\_\_\_\_
6. What do you never watch on TV?  
\_\_\_\_\_
7. How often do you drink tea ?  
\_\_\_\_\_
8. What do you hardly ever do in your free time ?  
\_\_\_\_\_
9. Have you ever gone to Delhi ?  
\_\_\_\_\_
10. How often do you speak English ?  
\_\_\_\_\_

V. ADVERBS OF DEGREE : Adverbs of degree tell us to what extent or intensity something is done . The words too, extremely, quite, almost, thoroughly, nearly, very, enough, rather, hardly, totally, highly, deeply, much and completely are some adverbs of degree.

Examples : i] These bananas are almost ripe .

ii ] I am rather busy .

iii] He is partly right .

Choose an adverb of degree :

1. She looks \_\_\_\_\_ different from her sister . [ highly / completely ]
2. He is \_\_\_\_\_ tired . [ extremely / deeply ]

- |  |                        |
|--|------------------------|
| 3. It is _____ a boring film.                | [ quite / rather ]     |
| 4. He is _____ respected by all the people . | [ highly / deeply ]    |
| 5. I am _____ hurt by her behaviour .        | [ highly / deeply ]    |
| 6. He is _____ young for this job .          | [ extremely / too ]    |
| 7. She runs _____ fast .                     | [ very / completely ]  |
| 8. He has _____ finished the day's work.     | [ almost / very ]      |
| 9. They enjoyed the movie _____              | [ quite / thoroughly ] |
| 10. Today is _____ hotter than yesterday.    | [ much / enough ]      |

## CHAPTER 6. PREPOSITIONS

A preposition is a word used to link nouns, pronouns or phrases to other words in a sentence . They act to connect the people, objects, time and location of a sentence .

Example : in , on , at , to , with , under , above , by , of , etc.

1. The old man is sitting under the tree.

In the sentence , the word under is a preposition and it shows the relationship between the old man and the tree.

Preposition are of three kinds :

1. Preposition of place                      2. Preposition of time                      3. Preposition of direction

### PREPOSITIONS OF PLACE

A word that shows the place of a noun or pronoun is called a preposition of place. For example :

At : located at a specific place

- She met me at the station

In : located in the boundaries . [ enclosed ]

- She is in the playground.

On : located on a surface . [ not enclosed ]

- The book is on the table .

### PREPOSITIONS OF TIME

A word that shows the time of an action done by a noun or pronoun is called a preposition of time. For example :

On time : means punctual, not late

- The 6:30 p. m. train arrived on time .

In time : means before time or soon enough

- I reached the office just in time .

Since : Gives the starting point of actions , events, or states

- She has been sleeping since 8 p.m.

### PREPOSITIONS OF DIRECTION

A word that shows the direction or movement of a noun or pronoun is called a preposition of direction .

To : moving towards a specific place

- They are shifting to Hyderabad .

In to : moving to the inside of an enclosed space

- The cat jumped into the water .

On to

- She placed her bag onto the table

Exercises : Underline the correct preposition .

1. I read the news on / in the newspaper.
2. We are going in / on a holiday next week .
3. Did you learn Spanish while you were in / at Spain ?
4. I prefer tea to / of coffee .
5. I will see you at / in home .

## CHAPTER 7.CONJUNCTIONS

Conjunctions are words that connect words, phrases, clauses and sentences.

Examples : a] Ridhima bought a dress **and** a pair of shoes .

b ] Would you like to carry an umbrella **or** would you carry a raincoat ?

c] Mona cannot go out **because** the gate is locked .

Here **and** , **or** , **because** are conjunctions .

There are three kinds of Conjunctions .

Coordinating Conjunctions

Subordinating Conjunctions

Correlative conjunctions

### I. COORDINATING CONJUNCTIONS :

Coordinating conjunctions connect two words or groups of words of the same .

Connect two words: bread **and** butter .

Connect two phrases: She stood upright and achieved success in the end .

Connects two clauses : They were happy with our efforts **but** still they didn't acknowledge our work

Examples : a] He **bought** a book and a pen.

b] You can sit in the library **or** in the classroom.

c] Ravi doesn't eat carrots **nor** does he eat beetroot.

Coordinating Conjunctions include **and**, **but**, **or**, **nor**, **neither**, **for**, **yet still**, **so**, and so on.

### II. SUBORDINATING CONJUNCTIONS :

Subordinating conjunctions are used in sentences which have two clauses

One main clause [ independent ] and one subordinate clause [ dependent ]

The main clause can stand alone as a sentence but the subordinate clause cannot

A dependent clause adds extra information to the main clause.

Examples : **The student failed the test** because he didn't study .

Main clause

Subordinate clause

**Though** he is rich, he doesn't spend money.

Mary scored good marks **even though** she didn't write well.

### III. COORELATIVE CONJUNCTIONS:

Correlative conjunctions are come **in pairs** and we have to use them in different places in a sentence.

Some important correlative conjunctions are :

either .....or	whether ....or	no sooner ....than
neither ..... nor	not only ..... But also	rather .....than
both.....and	scarcely..... when	hardly ..... when

Examples: a] I will have **either** coffee **or** tea.

b ] He **not only** sings well **but** also dances well.

Exercises : Fill in blanks with suitable conjunctions .

You need to wait ..... I prepare the coffee.

Two ..... two makes four .

As you sow ..... shall you reap.

She is ..... courageous ..... Very intelligent.

I went to the shop ..... it was closed.

## CHAPTER 8.INTERJECTIONS

### INTERJECTION

Definition: An interjection is a word used to expresses a sudden or strong feelings or reaction.  
Such as: joy, sorrow, surprise, fear etc.

- They are generally used at the beginning of the sentence.
- An exclamatory sign [!] is used after interjections.

Examples of interjections.

- HURRAY! We won the match.
- OUCH! That really hurt badly.
- WOW! That is a beautiful dress indeed.
- OH MY GOD! That was unexpected.
- WHOA! That guy is unbelievably huge.

#### Examples of Interjections

Interjection	purpose	Example
a] Alas	To express sadness or pity	Alas ! That was so unfortunate
b] Hurray	To express joy	Hurray ! we finally cleared the test
c] Uh	To express hesitation	Uh ! I don't think I want to be a part of this
d] Well	To introduce a remark	Well , what you just did was wonderful.
e] Wow	To express your admiration	Wow ! Your new bike is amazing .

#### Exercises.

Fiil in the blanks with the most suitable interjections.

[ Alas , Bravo , well , Yippee ! Ah ]

1. -----, that is new !
2. ----- We got the tickets to the movie premier night .
3. ----- now I understand what you were trying to say .
4. ----- That was a really brave thing to do .
5. ----- I have not cleared the internal assessment

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# CHAPTER 9.PUNCTUATIONS

## USE OF CAPITAL LETTERS

### Definition:

A capital letter is a large letter used at the beginning of sentences, proper nouns, and in specific grammatical rules to indicate importance and clarity in writing.

### How to Use Capital Letters

Here are the rules for using capital letters while writing:

#### # 1. Beginning of a Sentence:

- Always capitalize the first word of a sentence.
- Example: "The sun rises in the east."

#### # 2. Proper Nouns:

- Capitalize names of people, places, organizations, titles etc.

##### Examples:

- Names: John, Sarah, India
- Places: New York, London, Tokyo
- Organizations: Google, NASA, UNESCO
- Titles: Mr., Mrs., Dr., President
- Rivers: Narmada, Ganga, Nile etc.
- Mountains: The Everest, Alphas, Vindhya etc.
- Deserts: Sahara, Ladakh, etc.
- Continents: Asia, Europe, Africa etc.
- Planets: Earth, Mars, Neptune etc.
- Newspapers: The Hindu, Times of India, Decan Chronicle, Vaartha etc.
- Magazines: The Week, Frontline, Readers Digest etc.
- Festivals: Deepavali, Holi, Sankranti, etc.

#### # 3. Titles of Books, Movies, and Plays:

- Capitalize the main words in titles of books, movies, and plays.
- Examples:
  - Book titles: "To Kill a Mockingbird", "The Great Gatsby"
  - Movie titles: "The Shawshank Redemption", "The Dark Knight"
  - Play titles: "Romeo and Juliet", "Hamlet"

#### # 4. Headings and Subheadings:

- Capitalize the first word of headings and subheadings.
- Examples:
  - Headings: "Introduction", "Conclusion"
  - Subheadings: "The Importance of Education", "The Benefits of Exercise"

#### # 5. Acronyms and Abbreviations:

- Capitalize acronyms and abbreviations.
- Examples:

- Acronyms: NASA, UNESCO, SCUBA
- Abbreviations: Dr., Mr., Mrs. Fr., Sr., etc.

#### # 6. Days of the Week and Months:

- Capitalize the names of days of the week and months.
- Examples:
  - Days of the week: Monday, Tuesday, Wednesday, etc.
  - Months: January, February, March, etc.

#### # 7. Historical Events and Periods:

- Capitalize the names of historical events and periods.
- Examples:
  - Historical events: World War I, World War II, The American Revolution
  - Historical periods: The Renaissance, The Industrial Revolution, The Middle Ages

#### # 8. Nationalities and Languages:

- Capitalize the names of nationalities and languages.
- Examples:
  - Nationalities: American, British, Indian, etc.
  - Languages: English, Spanish, French, etc.

#### # 9. For the first word in direct speech:

Example: She said, "We will go to the park."

#### # 10. I meaning 'oneself' is always written in capital letters

#### # 11. Pronoun for God.

#### # 12. First letter of the poem.

By following these rules, you'll be able to use capital letters correctly in your writing.

1. At the beginning of a sentence:  
Example: The sun rises in the east.
2. For proper nouns (names of people, places, specific things):  
Example: Ravi lives in Delhi.
3. For the pronoun "I":  
Example: She and I are best friends.
4. For days, months, and holidays:  
Example: Monday, February, Christmas
5. For names of countries, languages, and nationalities:  
Example: India, English, French
6. For titles of books, movies, and important documents:  
Example: The Ramayana, Harry Potter, The Constitution of India
7. For abbreviations and acronyms:  
Example: CBSE, NASA, WHO

Rewrite the following sentences with correct capital letters.

1. the taj mahal is in agra.
2. my birthday is in august.
3. she studies english and hindi.

4. i have read the book harry potter.
5. we celebrate diwali in india.

Write the correct word with a capital letter.

1. We visited \_\_\_\_\_ (delhi) last year.
2. \_\_\_\_\_ (monday) is the first day of the week.
3. \_\_\_\_\_ (raj) is my best friend.
4. My mother speaks \_\_\_\_\_ (french) fluently.
5. The book \_\_\_\_\_ (the jungle book) is very interesting.

## CHAPTER 10 ARTICLES

Definition:

An article is a word used before a noun to indicate whether the noun is specific or general.

There are two articles: "a," "an," and "the."

Definite Article: "The" is used before a specific noun.

Here are the rules for using "the" in sentences:

# 1. Before Specific Nouns:

- Use "the" before specific nouns that are already known or mentioned.
- Examples:
  - "I'm reading the book you lent me." (specific book)
  - "The car I bought last year is very reliable." (specific car)

# 2. Before Superlatives:

- Use "the" before superlatives (words ending in -est or -st).
- Examples:
  - "She's the tallest person in the room." (superlative)
  - "This is the best restaurant in town." (superlative)

# 3. Before Ordinal Numbers:

- Use "the" before ordinal numbers (first, second, third, etc.).
- Examples:
  - "She's the first person to arrive." (ordinal number)
  - "This is the third time I've visited Paris." (ordinal number)

# 4. Before Names of Oceans, Seas, and Rivers:

- Use "the" before names of oceans, seas, and rivers.
- Examples:
  - "The Pacific Ocean is very large." (ocean)
  - "The Nile River is in Egypt." (river)

# 5. Before Names of Mountains and Mountain Ranges:

- Use "the" before names of mountains and mountain ranges.
- Examples:
  - "The Himalayas are in Asia." (mountain range)
  - "The Mount Everest is the highest peak." (mountain)

#### # 6. Before Names of Deserts:

- Use "the" before names of deserts.
- Examples:
  - "The Sahara Desert is in Africa." (desert)
  - "The Gobi Desert is in Asia." (desert)

#### # 7. Before Plural Nouns Used as a Group:

- Use "the" before plural nouns used as a group.
- Examples:
  - "The cats are sleeping." (plural noun used as a group)
  - "The students are studying." (plural noun used as a group)

#### # When Not to Use "the":

- Do not use "the" before:
  - Names of countries (except for "the United States")
  - Names of cities
  - Names of streets
  - Names of parks
  - Names of lakes

Note: There are some exceptions to these rules, and the use of "the" can vary depending on the context and the specific noun being referred to.

#### # 8. Before Names of Islands:

- Use "the" before names of island groups, but not before names of individual islands.
- Examples:
  - "The Bahamas are a popular tourist destination." (island group)
  - "Bermuda is a beautiful island." (individual island)

#### # 9. Before Names of Hotels:

- Use "the" before names of hotels, but only if the hotel name includes a common noun like "hotel", "inn", or "motel".
- Examples:
  - "I'm staying at the Hilton Hotel." (hotel name includes common noun)
  - "I'm staying at the Ritz." (hotel name does not include common noun)

#### # 10. Before Names of Theaters:

- Use "the" before names of theaters, but only if the theater name includes a common noun like "theater", "cinema", or "playhouse".
- Examples:
  - "I'm going to the National Theater tonight." (theater name includes common noun)
  - "I'm going to the Globe." (theater name does not include common noun)

#### # 11. Before Names of Musical Groups:

- Use "the" before names of musical groups, but only if the group name includes a common noun like "band", "orchestra", or "choir".
- Examples:
  - "I'm listening to the Beatles." (group name does not include common noun)
  - "I'm listening to the Philadelphia Orchestra." (group name includes common noun)



# 12. Before Names of Diseases:

- Do not use "the" before names of diseases.
- Examples:
  - "I have diabetes." (disease name)
  - "She has cancer." (disease name)

# 13. Before Names of Meals:

- Use "the" before names of meals, but only if the meal name includes a common noun like "breakfast", "lunch", or "dinner".
- Examples:
  - "I'm eating the breakfast." (meal name includes common noun)
  - "I'm eating brunch." (meal name does not include common noun)

# 14. Before Names of Holidays:

- Do not use "the" before names of holidays.
- Examples:
  - "I'm celebrating Christmas." (holiday name)
  - "She's observing Ramadan." (holiday name)

Note: There are many exceptions to these rules, and the use of "the" can vary depending on the context and the specific noun being referred to.

Indefinite Article: "A" and "An" are used before a general or non-specific noun.

A book                      a chair                      a tree  
an apple                  an island                  an ant

Example: I saw a cat in the garden.

She bought an apple from the market.

Note:

If a word starts with a vowel sound, we use "an." If it starts with a consonant sound, we use "a."

\*Example of consonant sounds:

a university  
a European  
a one-rupee note

\*Example of vowel sounds:

an honest boy  
an honorable person  
an MLA

Fill in the blanks using a, an, the:

Ruchi is spending her holidays at Shimla with \_\_\_\_\_ aunt of hers.

Yesterday I saw \_\_\_\_\_ European riding \_\_\_\_\_ elephant.

Mr. Khanna is \_\_\_\_\_ honourable man.

Copper is \_\_\_\_\_ useful metal.

Who is \_\_\_\_\_ girl sitting there?

Mumbai is \_\_\_\_\_ costly place to live in full

\_\_\_\_\_ Ganga is \_\_\_\_\_ sacred river.

\_\_\_\_\_ Sun shines brightly.

He returned after \_\_\_\_ hour.  
French is \_\_\_\_ easy language.  
Which is \_\_\_\_ longest river in India?  
Sri Lanka is \_\_\_\_ island.  
John got \_\_\_\_ best present.  
Varanasi is \_\_\_\_ holy city.  
You are \_\_\_\_ fool to say that.

II) Insert articles where necessary:

Sunrises in east.  
The doctor says it is hopeless case stop.  
The brief soldier lost arm in battle.  
Neil Armstrong was first man to walk on moon.  
Draw map of India.  
Eskimos make houses of snow and ice.  
Have you ever seen elephant?  
I like to live in open air.  
The brave soldier lost arm in battle.  
Get pound of sugar from nearest grocer.  
Her knowledge of medicine had been acquired under aged Jewess.  
What beautiful scene this is!  
Who wishes to take walk with me?  
I have not seen him since he was child.  
While animals suffer when kept in captivity.

## CHAPTER 11. AUXILIARY AND MODALS VERBS

### Auxiliaries and Modals

Auxiliary Verbs (Helping Verbs) – Definition:

**Auxiliary verbs** are verbs that help the main verb in a sentence by adding tense, voice, or mood. They are also called helping verbs.

Primary auxiliary verbs, also known as main auxiliary verbs, are verbs that are used to help form the tense, mood, or voice of another verb.

**The three primary auxiliary verbs in English are:**

1. Be (am, is, are, was, were, been)
2. Have (have, has, had)
3. Do (do, does, did)

These verbs are called "primary" because they are used to form the present, past, and future tenses of other verbs.

# Uses of Primary Auxiliary Verbs:

1. Forming the present continuous tense: Be + verb (ing)

- Example: I am studying.
- 2. Forming the present perfect tense: Have + verb (past participle)
  - Example: I have eaten.
- 3. Forming the past continuous tense: Was/were + verb (ing)
  - Example: I was studying.
- 4. Forming the past perfect tense: Had + verb (past participle)
  - Example: I had eaten.
- 5. Forming the future simple tense: Will + verb (base form)
  - Example: I will study.
- 6. Forming the future continuous tense: Will + be + verb (ing)
  - Example: I will be studying.
- 7. Forming the future perfect tense: Will + have + verb (past participle)
  - Example: I will have eaten.

#### # Examples of Primary Auxiliary Verbs:

1. Be:
  - I am going to school. (present continuous)
  - She was studying for her exam. (past continuous)
2. Have:
  - I have eaten breakfast. (present perfect)
  - They had finished their project. (past perfect)
3. Do:
  - I do my homework every day. (present simple)
  - She did her project last night. (past simple)

Note: The primary auxiliary verbs can also be used as main verbs, but their function is different in that case.

**Modal Auxiliary** verbs are a type of auxiliary verb that express modality, which includes notions such as possibility, necessity, obligation, permission, ability, and potentiality. The nine modal auxiliary verbs in English are:

1. Can
2. Could
3. May
4. Might
5. Shall
6. Should
7. Will
8. Would
9. Must

#### # Functions of Modal Auxiliary Verbs:

1. Ability: Can, could
  - Example: I can speak French.
2. Permission: May, might, can
  - Example: You may go to the party.
3. Obligation: Must, should, ought to
  - Example: You must finish your homework.

4. Necessity: Must, have to  
- Example: I must attend the meeting.
5. Possibility: May, might, could  
- Example: It may rain tomorrow.
6. Future plans: Will, shall  
- Example: I will attend the concert.
7. Advice: Should, ought to  
- Example: You should try this cake.
8. Regret: Would  
- Example: I would have attended the party if I had known.

# Forms of Modal Auxiliary Verbs:

1. Present simple: Can, may, shall, will, must
2. Past simple: Could, might, would, should
3. Present perfect: Can have, may have, shall have, will have, must have
4. Past perfect: Could have, might have, would have, should have

**Semi-auxiliary verbs**, also known as semi-modal verbs or marginal modal verbs, are verbs that have some characteristics of auxiliary verbs but not all. They are used to express modality, aspect, or voice, but they do not have all the properties of auxiliary verbs.

# Examples of Semi-Auxiliary Verbs:

1. Need
2. Dare
3. Used to
4. Ought to
5. Have to
6. Be able to
7. Be supposed to

Examples of Semi-Auxiliary Verbs in Sentences:

1. Need:  
- I need to finish my project. (necessity)
2. Dare:  
- She dare not speak in front of the audience. (ability)
3. Used to:  
- I used to play tennis every weekend. (habituality)
4. Ought to:  
- You ought to try this cake. (advice)
5. Have to:  
- I have to attend the meeting. (obligation)

Note: Semi-auxiliary verbs can be used in combination with other verbs to express different shades of meaning.

I) Fill in the blanks using auxiliary verbs:

1. I \_\_\_\_\_ going to the market later.
2. She \_\_\_\_\_ play the piano very well.
3. We \_\_\_\_\_ finished our homework.
4. They \_\_\_\_\_ not like the movie.

5. He \_\_\_\_\_ studying right now.
6. You \_\_\_\_\_ come to the party if you want.
7. They \_\_\_\_\_ have completed the task.
8. She \_\_\_\_\_ read and write in French.

II) Read the dialogues and fill in the blanks with will or would:

Reena: Someone is ringing the doorbell.

Ritu: \_\_\_\_\_ you please check who it is?

Irfan: I have understood the chapter well, but have a question okay.

Teacher: What \_\_\_\_\_ you like to know?

Manish: I am going to the bakery, do you want something?

Sonia: I \_\_\_\_\_ really like to have a strawberry pastry.

Raman: Where is Riya?

Rohan: She said she \_\_\_\_\_ go to the zoo with her friends.

Ishika: Our cousins should have arrived by now.

Honey: \_\_\_\_\_ you please call them and ask where they are?

Mom: Let us go to the bookstore in the evening.

Tanya: \_\_\_\_\_ u buy me a book from there, please?

Munreera: You are getting a call.

Anushka: \_\_\_\_\_ you please attend to that? I have a headache.

Receptionist: I am sorry but Ms. Kapoor is not in office right now.

Tahira: That's okay, \_\_\_\_\_ you please let her know I wanted to see her?

Fill in the blanks with models of your choice:

The packet \_\_\_\_\_ reach you by today. We had sent it by Courier a week ago.

If I had gone on the camping trip I \_\_\_\_\_ have been inside a tent right now.

\_\_\_\_\_ I turn the lights on?

If she was crying she \_\_\_\_\_ have been very upset.

If you had listen to me, you \_\_\_\_\_ have reached the airport on time.

The sky is cloudy. It \_\_\_\_\_ rain today.

III) Fill in the blanks with the must or Ought to:

The roads are unsafe. You \_\_\_\_\_ come home before it is dark.

Animals do have feelings. We \_\_\_\_\_ be kind to them.

All the children \_\_\_\_\_ bring their own water bottles.

One \_\_\_\_\_ fulfill one's commitments.

My watch has stopped working. I \_\_\_\_\_ get it repaired immediately.

We \_\_\_\_\_ pay our taxes sincerely.

IV) Fill in the blanks with must not or need not:

We \_\_\_\_\_ take this road; It is not a thoroughfare.

You \_\_\_\_\_ forget to carry your medicines

You can go to sleep when you like. You \_\_\_\_\_ wait for me

You \_\_\_\_\_ take fried foods, for they are bad for the digestive system.

You \_\_\_\_\_ give a detailed answer. Only the main points will do.

We \_\_\_\_\_ take anything without the owner's permission.

## CHAPTER12.TENSES

## TENSES

Tenses are used to indicate the time of an action or event. They help us understand whether something happened in the past, is happening in the present, or will happen in the future.

Types:

Tenses are divided into three main categories-

**Present Tense-** The present tense refers to the action or event that takes place or is taking place in the present. It represents the current activity or the present state of being of the subject in the given context.

Eg. She reads a book every evening.

**Past Tense-** The past tense is a verb tense used to talk about past actions, states of being, or events.

Eg. She read a book last night.

**Future Tense-** Future tense is used to describe actions that will happen in future. It indicates an event or action that is yet to occur.

Eg. She will read a book tomorrow.

Here are the 12 basic tenses in English, along with their structures:

# 1. Present Simple:

- Structure: Subject + Verb (base form)
- Example: I go to school every day.

# 2. Present Continuous:

- Structure: Subject + am/is/are + Verb (ing form)
- Example: I am studying for my exam.

# 3. Present Perfect:

- Structure: Subject + have/has + Verb (past participle form)
- Example: I have eaten breakfast.

# 4. Present Perfect Continuous:

- Structure: Subject + have/has + been + Verb (ing form)
- Example: I have been studying English for three years.

# 5. Past Simple:

- Structure: Subject + Verb (past form)
- Example: I went to school yesterday.

# 6. Past Continuous:

- Structure: Subject + was/were + Verb (ing form)
- Example: I was studying for my exam last night.

# 7. Past Perfect:

- Structure: Subject + had + Verb (past participle form)
- Example: I had eaten breakfast before I went to school.

# 8. Past Perfect Continuous:

- Structure: Subject + had + been + Verb (ing form)
- Example: I had been studying English for three years before I moved to the US.

# 9. Future Simple:

- Structure: Subject + will + Verb (base form)
- Example: I will go to school tomorrow.

# 10. Future Continuous:

- Structure: Subject + will + be + Verb (ing form)
- Example: I will be studying for my exam at 8pm tonight.

# 11. Future Perfect:

- Structure: Subject + will + have + Verb (past participle form)
- Example: I will have eaten breakfast by 8am.

# 12. Future Perfect Continuous:

- Structure: Subject + will + have + been + Verb (ing form)
- Example: I will have been studying English for three years by the time I graduate.

Note:

- The verb forms used in each tense are:
  - Base form: The basic form of the verb (e.g. go, eat, study)
  - Past form: The past tense form of the verb (e.g. went, ate, studied)
  - Past participle form: The past participle form of the verb (e.g. gone, eaten, studied)
  - Ing form: The present participle form of the verb (e.g. going, eating, studying)

**PRESENT TENSE:**

Fill in the blanks with the correct form of the verb in the present tense.

The sun \_\_\_\_ in the east. (rise)

She \_\_\_\_ her homework every day. (do)

Birds \_\_\_\_ in the sky. (fly)

My father \_\_\_\_ to work by car. (go)

We \_\_\_\_ in India. (live)

The teacher \_\_\_\_ English very well. (teach)

The baby \_\_\_\_ when he is hungry. (cry)

I \_\_\_\_ my teeth twice a day. (brush)

They \_\_\_\_ to the park every evening. (walk)

Water \_\_\_\_ at 100°C. (boil)

Select the correct verb form to complete the sentence.

Riya (plays/play) the piano beautifully.

The train (arrives/arrive) at 10 AM daily.

They (enjoy/enjoys) playing football.

My mother (cooks/cook) delicious food.

The baby (cries/cry) when he is hungry.

We (go/goes) to school every day.  
She (write/writes) neatly.  
The birds (sing/sings) in the morning.  
He (watch/watches) cartoons in the evening.  
My father (read/reads) the newspaper every day.  
Identify whether the sentence is in Simple Present, Present Continuous, Present Perfect, or Present Perfect Continuous tense.  
She is reading a book.  
They have completed their work.  
I go to school every day.  
We have been waiting for the bus since morning.  
The teacher explains the lesson well.  
He is playing football in the garden.  
She has visited the museum twice.  
I have been studying for two hours.  
The baby sleeps peacefully.  
We are watching a movie right now.

### **PAST TENSE:**

Fill in the blanks with the correct form of the verb in the past tense.

She \_\_\_\_ a letter to her friend yesterday. (write)  
They \_\_\_\_ a movie last night. (watch)  
We \_\_\_\_ to the park in the evening. (go)  
He \_\_\_\_ his homework before dinner. (complete)  
The birds \_\_\_\_ away when they saw the cat. (fly)  
I \_\_\_\_ my keys on the table. (leave)  
The teacher \_\_\_\_ a new lesson yesterday. (explain)  
My grandmother \_\_\_\_ us an interesting story. (tell)  
The children \_\_\_\_ in the garden for an hour. (play)  
She \_\_\_\_ very happy when she won the prize. (feel)  
Select the correct verb form to complete the sentence.  
He (ate/eat) an apple in the morning.  
The baby (cried/cry) when he was hungry.  
They (go/went) to the zoo last Sunday.  
She (dance/danced) at the function.  
I (write/wrote) a poem for my mother.  
The teacher (explains/explained) the topic clearly.  
We (see/saw) a rainbow after the rain.  
The birds (built/build) a nest in the tree.  
The bus (arrives/arrived) late yesterday.  
She (lost/lose) her phone at the mall.

### **Identify whether the sentence is in Simple Past, Past Continuous, Past Perfect, or Past Perfect Continuous tense.**

She was reading a book.  
They had completed their work before dinner.  
I went to school every day last year.



We had been waiting for the bus for an hour.  
The teacher explained the lesson well.  
He was playing football in the garden.  
She had visited the museum before.  
I had been studying for two hours.  
The baby slept peacefully.  
We were watching a movie when the lights went out.

### **FUTURE TENSE**

Fill in the blanks with the correct form of the verb in the future tense.

She \_\_\_\_ a letter to her friend tomorrow. (write)  
They \_\_\_\_ a movie next week. (watch)  
We \_\_\_\_ to the park in the evening. (go)  
He \_\_\_\_ his homework before dinner. (complete)  
The birds \_\_\_\_ away when they see the cat. (fly)  
I \_\_\_\_ my keys on the table. (leave)  
The teacher \_\_\_\_ a new lesson tomorrow. (explain)  
My grandmother \_\_\_\_ us an interesting story at bedtime. (tell)  
The children \_\_\_\_ in the garden in the evening. (play)  
She \_\_\_\_ very happy when she wins the prize. (feel)

Select the correct verb form to complete the sentence.

He (will eat/will eats) an apple in the morning.  
The baby (will cry/will cries) when he is hungry.  
They (will go/will goes) to the zoo next Sunday.  
She (will dance/will dances) at the function.  
I (will write/will writes) a poem for my mother.  
The teacher (will explain/will explains) the topic tomorrow.  
We (will see/will sees) a rainbow after the rain.  
The birds (will build/will builds) a nest in the tree.  
The bus (will arrive/will arrives) late today.  
She (will lose/will loses) her phone if she is not careful.

**Identify whether the sentence is in Simple Future, Future Continuous, Future Perfect, or Future Perfect Continuous tense.**

She will be reading a book.  
They will have completed their work before dinner.  
I will go to school tomorrow.  
We will have been waiting for the bus for an hour.  
The teacher will explain the lesson tomorrow.  
He will be playing football in the garden.  
She will have visited the museum before next Sunday.  
I will have been studying for two hours by then.  
The baby will sleep peacefully.  
We will be watching a movie at this time tomorrow.

## **CHAPTER 13. CONDITIONAL SENTENCES**

A conditional sentence is a type of sentence that expresses a condition and its possible result. It usually consists of two parts:

1. The If-clause (expressing the condition)
2. The Main clause (expressing the result or consequence)

### Meaning

Conditional sentences help us talk about possible situations and their outcomes. They are used to discuss real, imaginary, or hypothetical situations.

### Rules of Conditional Sentences

1. A conditional sentence always has two parts: an “if-clause” and a “main clause.”
2. The tense in the “if-clause” determines the tense in the “main clause.”
3. Different types of conditional sentences follow different structures and express different meanings.

### Types of Conditional Sentences

#### 1. Zero Conditional (General Truths and Scientific Facts)

This type of conditional sentence is used for facts, general truths, and scientific laws.

Structure:

- If + Present Simple, Present Simple

Examples:

- If you heat ice, it melts.
- If the sun sets, it becomes dark.

#### 2. First Conditional (Possible Future Events)

This type expresses real and possible situations in the future.

Structure:

- If + Present Simple, Future Simple (will + base verb)

Examples:

- If you study hard, you will pass the exam.
- If it rains, we will stay at home.

#### 3. Second Conditional (Hypothetical or Imaginary Situations)

This type is used for unreal or unlikely situations in the present or future.

Structure:

- If + Past Simple, Would + Base Verb

Examples:

- If I were a bird, I would fly in the sky.
- If she studied more, she would get better marks.

#### 4. Third Conditional (Imaginary Past Situations)

This type is used to talk about past situations that did not happen and their imaginary results.

Structure:

- If + Past Perfect, Would have + Past Participle

Examples:

- If he had studied harder, he would have passed the test.
- If she had left earlier, she would have caught the train.

Exercises

Complete the sentences using the correct form of the verb in brackets.

1. If you \_\_\_\_\_ (eat) too much, you \_\_\_\_\_ (feel) sick.
2. If I \_\_\_\_\_ (be) a millionaire, I \_\_\_\_\_ (travel) the world.
3. If she \_\_\_\_\_ (work) harder, she \_\_\_\_\_ (pass) the test.
4. If they \_\_\_\_\_ (leave) earlier, they \_\_\_\_\_ (reach) on time.
5. If you \_\_\_\_\_ (heat) water, it \_\_\_\_\_ (boil).

Read the sentences and identify whether they are Zero, First, Second, or Third conditional.

1. If I were you, I would apologize.
2. If the wind blows strongly, the trees sway.
3. If they had worked harder, they would have won the competition.
4. If it rains tomorrow, we will cancel the picnic.
5. If you mix red and yellow, you get orange.

Rewrite the following sentences using the correct conditional structure.

1. If you don't drink water, you feel thirsty. (Zero Conditional)
2. If you invite me, I will come. (First Conditional)
3. If I knew the answer, I would tell you. (Second Conditional)
4. If she had woken up early, she would not have missed the bus. (Third

Conditional)

5. If you play with fire, you get burned. (Zero Conditional)

Write one sentence for each type of conditional sentence.

1. Zero Conditional: \_\_\_\_\_
2. First Conditional: \_\_\_\_\_
3. Second Conditional: \_\_\_\_\_
4. Third Conditional: \_\_\_\_\_

Gap filling:

Fill in the blanks with the correct form of the verb in brackets.

1. She \_\_\_\_ (write) a letter now.
2. The sun \_\_\_\_ (rise) in the east.
3. They \_\_\_\_ (play) football yesterday.
4. If you study well, you \_\_\_\_ (pass) the exam.
5. We \_\_\_\_ (go) to the park tomorrow.
6. He \_\_\_\_ (read) a book when I called him.
7. The children \_\_\_\_ (watch) television at the moment.

8. She \_\_\_\_ (not eat) her lunch yet.
9. By next year, he \_\_\_\_ (complete) his course.
10. While I \_\_\_\_ (walk) to school, I met my friend.

Fill in the blanks with suitable prepositions.

1. The cat is sitting \_\_\_\_ the chair.
2. We are going \_\_\_\_ a picnic.
3. The boy ran \_\_\_\_ the road.
4. She is good \_\_\_\_ mathematics.
5. I will meet you \_\_\_\_ Monday.
6. He was born \_\_\_\_ 1999.
7. The book is lying \_\_\_\_ the table.
8. She hid the gift \_\_\_\_ the cupboard.
9. The train arrived \_\_\_\_ time.
10. He walked \_\_\_\_ the bridge to reach the other side.

## CHAPTER 14. DIRECT AND INDIRECT SPEECH

Direct and indirect speech are two ways of reporting what someone has said.

### Direct Speech

Direct speech is when you repeat someone's exact words, usually using quotation marks. For example: "I'm going to the store," she said. It's like you're quoting the person verbatim <sup>1</sup>.

### Indirect Speech

Indirect speech, on the other hand, is when you report what someone said without using their exact words. You're paraphrasing what they said. For example: She said she was going to the store. Here, you're conveying the same message, but not using the exact words <sup>1</sup>.

### Key Differences

- **Tense:** When changing from direct to indirect speech, the tense often changes. For example, "I am going" becomes "she said she was going".
- **Pronouns:** Pronouns may also change. For example, "I" becomes "she" or "he".
- **Time and Place:** Words that indicate time and place may change. For example, "now" becomes "then", and "here" becomes "there" <sup>2</sup>.

### Rules for Converting Direct to Indirect Speech

- **Reporting Verb:** The reporting verb (like "said" or "told") is usually in the past tense.
- **Tense Changes:** Present tense becomes past tense, present perfect becomes past perfect, and so on.
- **Modal Verbs:** Modal verbs like "can" and "may" change to "could" and "might".
- **Time and Place:** Words that indicate time and place change as mentioned earlier <sup>1</sup>.
  - "I'm going to the store," she said.
  - "What's your name?" he asked.

### # Changes from Direct to Indirect Speech

- **Tense:** The tense often changes when converting from direct to indirect speech. For example:
- **Pronouns:** Pronouns may also change when converting from direct to indirect speech. For example:
  - Direct: "I'm going to the store," she said.

- Indirect: She said she was going to the store. (Here, "I" becomes "she")
- **Time and Place:** Words that indicate time and place may also change when converting from direct to indirect speech. For example:
  - Direct: "I'm going to the store now," she said.
  - Indirect: She said she was going to the store then.

#### # Reporting Verbs

- Definition: Reporting verbs are verbs that introduce direct or indirect speech.
- Examples: said, told, asked, replied, exclaimed
- Tense: The tense of the reporting verb often affects the tense of the direct or indirect speech. For example:
  - Direct: "I'm going to the store," she said. (Here, "said" is in the past tense, so the direct speech is also in the past tense)
  - Indirect: She told me she was going to the store. (Here, "told" is in the past tense, so the indirect speech is also in the past tense)

#### # Exercises

- Direct: "I am going to the store," she said.
  - Indirect: She said she was going to the store.
1. Convert the following direct speech to indirect speech:
    - "I'm going to the party tonight," she said.
    - "What's your name?" he asked.
  2. Identify the reporting verb and the tense of the direct or indirect speech in the following sentences:
    - She said she was going to the store.
    - He told me he had eaten breakfast.
  3. Rewrite the following indirect speech in direct speech:
    - She said she was happy to see me.
    - He told me he was going to the movies.

#### # Answers

1. Indirect speech:
  - She said she was going to the party that night.
  - He asked what my name was.
2. Reporting verbs and tense:
  - She said she was going to the store. (Reporting verb: said; Tense: past)
  - He told me he had eaten breakfast. (Reporting verb: told; Tense: past perfect)
3. Direct speech:
  - "I'm happy to see you," she said.
  - "I'm going to the movies," he said.

## CHAPTER 15. ACTIVE AND PASSIVE VOICE

#### # What is Voice?

In English grammar, voice refers to the way in which the subject of a sentence performs or receives the action described by the verb.

#### # Active Voice

In active voice, the subject of the sentence performs the action described by the verb.

Examples:

- The dog bites the man. (Here, "dog" is the subject and performs the action of biting.)
- The teacher teaches the students. (Here, "teacher" is the subject and performs the action of teaching.)

### # Passive Voice

In passive voice, the subject of the sentence receives the action described by the verb.

Examples:

- The man is bitten by the dog. (Here, "man" is the subject and receives the action of being bitten.)
- The students are taught by the teacher. (Here, "students" is the subject and receives the action of being taught.)

### # HOW TO CHANGE ACTIVE VOICE TO PASSIVE VOICE:

1. Identify the subject and verb: Identify the subject and verb and the object of the in the active voice sentence.
2. Keep the object of the active voice sentence as the subject of the passive voice sentence and use the verb according to the number of it(singular/plural).
3. Use different 'be' forms(is, am, are, was, were, been, being) with past participle(v3) of the given verb.
4. Make the subject of the active voice sentence as an agent by using 'by' phrase. (leave out 'by' if you don't want to mention the subject.)
5. Use correct tense pattern
6. Change in pronoun
7. Do, does, and did is not used in Passive voice
9. Do or does become is/are. Did become was/were.
10. No passive form for sentences of:

- Present Perfect Continuous,
- Past Perfect Continuous,
- Future Continuous
- Future Perfect Continuous.

### CHANGE OF PRONOUN IN PASSIVE VOICE

I	change to	-me
He	changes to	-him
She	changes to	-her
They	change to	-them
We	changes to	-us
Who	change to	-by whom
It	no change	-it
You	no change	-you
Name	no change	-name

### USE THE CORRECT TENSE PATTERN

ing	-being
Has/ have/had	- Has/ have/had + been
Will/would	-Will/would +be
Shall/should	-Shall/should+ be
Can/could	-Can/could+ be
may/might/must	-may/might/must + be

### CHANGE OF VERB FORM IN PASSIVE VOICE

PRESENT TENSE	-AM/IS/ARE+V3
PAST TENSE	-WAS/WERE+V3
FUTURE TENSE	-WILL/SHALL+BE=V3

PERFECT TENSE -HAVE/HAS /HAD + BEEN +V3  
CONTINUOUS TENSE -BEING+V3

### **Passive voice without agent**

Agent-‘by’ hi/or her/name

Agent is not mentioned when agent is not clear

When agent is not known

When it's not necessary to reveal the identity.

Ex. My watch was stolen

The thief is arrested.

The Judgement is given

PASSIVE VOICE WITH TWO OBJECTS

If a sentence has 2 objects, direct and indirect, it will have two passive forms.

Ex. She told me a story

Ans.1. I was told a story by her.

Ans.2. A story was told to me by her.

### **STRUCTURE OF PASSIVE WITH IMPERATIVE.**

Some imperative sentences sometimes do not have a subject. In such case the passive form begins with ‘Let’. These sentences use "let" as a command to instruct or permit someone to do something, and the action is performed by someone or something else.

#### **Let+object+be+v3**

Ex. Buy it now-Let it be bought now

Do it at once -let it be done at once

Eat it -let it be eaten

1. Someone else open the door.
2. Deliver the package to my office.
3. Team leader write the report.
4. Committee make the decision.
5. Announce through loudspeaker.

Answer.

1. Let the door be opened by someone else.
2. Let the package be delivered to my office.
3. Let the report be written by the team leader.
4. Let the decision be made by the committee.
5. Let the announcement be made over the loudspeaker.

#### **2. Please Imperative-You are requested to+v1+object**

These sentences use "you are requested" to make polite and formal requests, reminders, or notifications.

Please help me-You are requested to help me.

Formal Requests:

1. Please attend the meeting at 2 PM sharp.
2. Please submit your report by the end of the day.
3. Please participate in the survey to help us improve our services.
4. Please return the borrowed books to the library by tomorrow
5. Please join the team for the project discussion at 10 AM.

Answers

1. You are requested to attend the meeting at 2 PM sharp.
2. You are requested to submit your report by the end of the day.
3. You are requested to participate in the survey to help us improve our services.

4. You are requested to return the borrowed books to the library by tomorrow.
5. You are requested to join the team for the project discussion at 10 AM.

#### **# When to Use Active and Passive Voice:**

- Use active voice:
  - When the doer of the action is important.
  - When you want to emphasize the doer of the action.
- Use passive voice:
  - When the doer of the action is not important.
  - When you want to emphasize the receiver of the action.

#### **# Examples:**

- Active: The dog bites the man.
  - Passive: The man is bitten by the dog.
- Active: The teacher teaches the students.
  - Passive: The students are taught by the teacher.

#### **# Exercises:**

1. Change the following active voice sentences to passive voice:
  - The chef cooks the meal.
  - The company hires new employees.
2. Identify the voice (active or passive) of the following sentences:
  - The ball is thrown by the quarterback.
  - The teacher gives the students homework.

#### **# Answers:**

1. Passive voice sentences:
  - The meal is cooked by the chef.
  - New employees are hired by the company.
2. Voice identification:
  - The ball is thrown by the quarterback. . (Passive voice)
  - The teacher gives the students homework. (Active voice)

#### **# When to Use Passive Voice:**

1. When the doer is unknown: Use passive voice when the doer of the action is unknown or unimportant.

Example: The package was delivered yesterday.

2. When the focus is on the action: Use passive voice when the focus is on the action rather than the doer.

Example: The play is being performed tonight.

3. In scientific writing: Passive voice is often used in scientific writing to emphasize the experiment or process rather than the researcher.

Example: The experiment was conducted using a controlled environment.

#### **# When to Use Active Voice:**

1. When the doer is important: Use active voice when the doer of the action is important or relevant.

Example: The chef cooked the meal.

2. When the focus is on the doer: Use active voice when the focus is on the doer rather than the action.

Example: The company hires new employees.

3. In most writing: Active voice is generally preferred in most writing, including fiction, nonfiction, and business writing.

#### **# Exercises:**

1. Change the following active voice sentences to passive voice:



- The researcher conducted the experiment.
  - The company is developing a new product.
2. Identify the voice (active or passive) of the following sentences:
- The play is being performed by the theater company.
  - The chef cooked the meal.

# Answers:

1. Passive voice sentences:
  - The experiment was conducted by the researcher.
  - A new product is being developed by the company.
2. Voice identification:
  - The play is being performed by the theater company. (Passive voice)
  - The chef cooked the meal. (Active voice)

## CHAPTER 16. TRANSFORMATION OF SENTENCES

# Transformation of Sentences

Transformation of sentences involves changing the structure or form of a sentence without changing its meaning.

**Types of Transformation:**

1. Active to Passive: Changing a sentence from active voice to passive voice.  
Example: Active: The dog bites the man. Passive: The man is bitten by the dog.
2. Passive to Active: Changing a sentence from passive voice to active voice.  
Example: Passive: The play is being performed by the theater company. Active: The theater company is performing the play.
3. Simple to Compound: Changing a simple sentence to a compound sentence.  
Example: Simple: I went to the store. Compound: I went to the store, and I bought some milk.
4. Compound to Simple: Changing a compound sentence to a simple sentence.  
Example: Compound: I went to the store, and I bought some milk. Simple: I went to the store.
5. Positive to Negative: Changing a positive sentence to a negative sentence.  
Example: Positive: I like ice cream. Negative: I don't like ice cream.
6. Negative to Positive: Changing a negative sentence to a positive sentence.  
Example: Negative: I don't like ice cream. Positive: I like ice cream.

# Exercises:

1. Transform the following sentences from active to passive voice:
  - The chef cooks the meal.
  - The company hires new employees.
2. Transform the following sentences from passive to active voice:
  - The play is being performed by the theatre company.
  - The package was delivered by the courier.
3. Transform the following sentences from simple to compound:
  - I went to the store.
  - She ate breakfast.
4. Transform the following sentences from compound to simple:
  - I went to the store, and I bought some milk.
  - She ate breakfast, and then she went to work.

# Answers:

1. Passive voice sentences:
  - The meal is cooked by the chef.
  - New employees are hired by the company.
2. Active voice sentences:
  - The theatre company is performing the play.
  - The courier delivered the package.
3. Compound sentences:
  - I went to the store, and I bought some groceries.
  - She ate breakfast, and then she checked her email.
4. Simple sentences:
  - I went to the store.
  - She ate breakfast.

Here are some more examples of transformation of sentences:

# Transformation of Sentences

Transformation of sentences involves changing the structure or form of a sentence without changing its meaning.

Types of Transformation:

1. Assertive to Interrogative: Changing an assertive sentence to an interrogative sentence.  
Example: Assertive: She is going to the store. Interrogative: Is she going to the store?
2. Interrogative to Assertive: Changing an interrogative sentence to an assertive sentence.  
Example: Interrogative: Is she going to the store? Assertive: She is going to the store.
3. Affirmative to Negative: Changing an affirmative sentence to a negative sentence.  
Example: Affirmative: I like ice cream. Negative: I don't like ice cream.
4. Negative to Affirmative: Changing a negative sentence to an affirmative sentence.  
Example: Negative: I don't like ice cream. Affirmative: I like ice cream.
5. Simple to Complex: Changing a simple sentence to a complex sentence.  
Example: Simple: I went to the store. Complex: I went to the store because I needed to buy some milk.
6. Complex to Simple: Changing a complex sentence to a simple sentence.  
Example: Complex: I went to the store because I needed to buy some milk. Simple: I went to the store.

# Exercises:

1. Transform the following sentences from assertive to interrogative:
  - She is going to the store.
  - He is studying for his exam.
2. Transform the following sentences from interrogative to assertive:
  - Is she going to the store?
  - Are they coming to the party?
3. Transform the following sentences from affirmative to negative:
  - I like ice cream.
  - She loves reading books.
4. Transform the following sentences from negative to affirmative:
  - I don't like ice cream.
  - He doesn't like playing sports.

# Answers:

1. Interrogative sentences:
  - Is she going to the store?
  - Is he studying for his exam?
2. Assertive sentences:
  - She is going to the store.
  - They are coming to the party.
3. Negative sentences:
  - I don't like ice cream.
  - She doesn't love reading books.
4. Affirmative sentences:
  - I like ice cream.
  - He likes playing sports.

#### # Transformation of Sentences Using Modal Verbs:

1. Ability: Can, could, able to  
Example: I can speak French. (Ability)
2. Permission: May, might, allowed to  
Example: You may go to the party. (Permission)
3. Obligation: Must, should, ought to  
Example: You must finish your homework. (Obligation)
4. Possibility: May, might, could  
Example: It may rain tomorrow. (Possibility)

#### # Exercises:

1. Transform the following sentences using modal verbs:
  - I am able to speak French. (Use "can")
  - You are allowed to go to the party. (Use "may")
2. Transform the following sentences using modal verbs:
  - You should finish your homework. (Use "must")
  - It is possible that it will rain tomorrow. (Use "may")

#### # Answers:

1. Sentences using modal verbs:
  - I can speak French.
  - You may go to the party.
2. Sentences using modal verbs:
  - You must finish your homework.
  - It may rain tomorrow.

## CHAPTER 17.SUBJECT VERB AGREEMENT

#### # What is Subject-Verb Agreement?

Subject-verb agreement is the rule that the subject of a sentence and the verb must agree in number (singular or plural).

#### # Basic Rules:

1. Singular Subject: A singular subject takes a singular verb.  
Example: The cat sleeps on the bed.
2. Plural Subject: A plural subject takes a plural verb.

Example: The cats sleep on the bed.

3. Compound Subject: A compound subject (two or more subjects connected by "and") takes a plural verb.

Example: John and Mary are going to the store.

#### # Special Cases:

1. Collective Nouns: Collective nouns (such as "team", "family", "group") can take either a singular or plural verb, depending on the context.

Example: The team is winning. (singular) / The team are all wearing their uniforms. (plural)

2. Indefinite Pronouns: Indefinite pronouns (such as "everyone", "someone", "anyone") take a singular verb.

Example: Everyone is invited to the party.

3. Relative Pronouns: Relative pronouns (such as "who", "which", "that") take a verb that agrees with the antecedent (the noun or pronoun that the relative pronoun refers to).

Example: The student who is studying for the exam is very focused.

#### # Common Errors:

1. Subject-Verb Agreement with Prepositional Phrases: Make sure to ignore prepositional phrases when determining subject-verb agreement.

Example: The book on the table is mine. (singular)

2. Subject-Verb Agreement with Clauses: Make sure to determine the subject-verb agreement within each clause separately.

Example: The teacher, who is very experienced, teaches the class. (singular)

#### # Exercises:

1. Identify the subject and verb in each sentence and determine if they agree in number:

- The cat sleeps on the bed.
- The students are studying for the exam.

2. Correct any subject-verb agreement errors in the following sentences:

- The team are going to the championship game.
- Everyone are invited to the party.

#### # Answers:

1. Subjects and verbs:

- The cat sleeps on the bed. (subject: cat; verb: sleeps; agrees)
- The students are studying for the exam. (subject: students; verb: are studying; agrees)

2. Corrected sentences:

- The team is going to the championship game.
- Everyone is invited to the party.

Here are some more details about subject-verb agreement:

#### # Subject-Verb Agreement with Different Types of Subjects:

1. Singular Nouns: Singular nouns take singular verbs.

Example: The cat sleeps on the bed.

2. Plural Nouns: Plural nouns take plural verbs.

Example: The cats sleep on the bed.

3. Collective Nouns: Collective nouns can take either singular or plural verbs, depending on the context.

Example: The team is winning. (singular) / The team are all wearing their uniforms. (plural)

4. Indefinite Pronouns: Indefinite pronouns take singular verbs.

Example: Everyone is invited to the party.

5. Relative Pronouns: Relative pronouns take verbs that agree with the antecedent.

Example: The student who is studying for the exam is very focused.

#### # Subject-Verb Agreement with Modifiers:

1. Adjectives: Adjectives do not affect subject-verb agreement.

Example: The big, red car is mine. (singular)

2. Adverbs: Adverbs do not affect subject-verb agreement.

Example: The car drives very quickly. (singular)

3. Prepositional Phrases: Prepositional phrases do not affect subject-verb agreement.

Example: The book on the table is mine. (singular)

#### # Common Exceptions:

1. Titles: Titles of books, movies, and other works take singular verbs.

Example: "The Lord of the Rings" is a great book.

2. Company Names: Company names take singular verbs.

Example: Google is a successful company.

3. Countries: Country names take singular verbs.

Example: Japan is a beautiful country.

#### # Exercises:

1. Identify the subject and verb in each sentence and determine if they agree in number:

- The team is winning the game.
- The students are studying for the exam.

2. Correct any subject-verb agreement errors in the following sentences:

- The company are hiring new employees.
- The team are going to the championship game.

#### # Answers:

1. Subjects and verbs:

- The team is winning the game. (subject: team; verb: is winning; agrees)
- The students are studying for the exam. (subject: students; verb: are studying; agrees)

2. Corrected sentences:

- The company is hiring new employees.
- The team is going to the championship game.

## INTEGRATED GRAMMAR

### 1. EDITING

An editing exercise is a type of activity that involves reviewing and revising written text to improve its accuracy, clarity, coherence, and overall quality. The goal of editing is to ensure that the text is free of errors, easy to understand, and effective in conveying the intended message.

Tips:

1. Read carefully: Read the sentence or paragraph carefully to identify the errors.
2. Check grammar and punctuation: Check for grammatical errors, punctuation mistakes, and spelling mistakes.
3. Use correct vocabulary: Use correct vocabulary and avoid using informal language.
4. Check sentence structure: Check the sentence structure and ensure that it is clear and concise.

#### **# Common Errors to Look Out For:**

1. Subject-verb agreement: Ensure that the subject and verb agree in number.

2. Tense consistency: Ensure that the verb tense is consistent throughout the sentence or paragraph.
3. Punctuation mistakes: Check for punctuation mistakes, such as missing or incorrect commas, full stops, or question marks.
4. Spelling mistakes: Check for spelling mistakes and ensure that the words are spelled correctly.

#### # Types of Editing Exercises:

1. Error analysis: Identifying and correcting grammatical, punctuation, and spelling errors.
2. Sentence restructuring: Reorganizing sentences to improve clarity, coherence, and flow.
3. Word choice: Selecting the most appropriate words to convey the intended meaning.
4. Tone and style: Adjusting the tone and style of the text to suit the intended audience and purpose.
5. Consistency: Ensuring consistency in formatting, headings, and other elements.

#### # Tips for Students:

1. Read carefully: Read the text carefully to identify errors and areas for improvement.
2. Use grammar and spell check: Utilize grammar and spell check tools to help identify errors.
3. Check consistency: Ensure consistency in formatting, headings, and other elements.
4. Seek feedback: Seek feedback from peers or instructors to improve your editing skills.

Here are some editing exercises for CBSE students:

#### # Exercises

The following sentences have some errors. Edit it to make it correct.

1. "The teacher give us alot of homework yesterday."

#### # Answer:

"The teacher gave us a lot of homework yesterday."

2. The following paragraph has some errors. Edit it to make it correct.

"Me and my friend go to the park yesterday. We play cricket and have alot of fun. The weather was nice and sunny."

#### # Answer:

"My friend and I went to the park yesterday. We played cricket and had a lot of fun. The weather was nice and sunny."

#### Exercise:

Read the following paragraph and identify the errors in pronoun usage. Then, edit the paragraph to correct the errors.

"Me and my friend went to the store. My friend and I bought some milk and eggs. They gave us a receipt, but I lost it. My friend say that we should go back to the store and ask for another receipt."

#### # Errors to Identify:

1. Incorrect use of "me" instead of "I"
2. Incorrect subject-verb agreement in "My friend say"
3. Incorrect use of "they" instead of a specific noun or pronoun

#### # Edited Paragraph:

"My friend and I went to the store. We bought some milk and eggs. The cashier gave us a receipt, but I lost it. My friend says that we should go back to the store and ask for another receipt."

#### # Explanation of Corrections:

1. Changed "Me and my friend" to "My friend and I" to use the correct subject pronoun.
2. Changed "My friend say" to "My friend says" to correct the subject-verb agreement.
3. Changed "They gave us a receipt" to "The cashier gave us a receipt" to use a specific noun instead of the vague pronoun "they".

#### # Exercise:

Read the following paragraph and identify the errors in tense usage. Then, edit the paragraph to correct the errors.

"I was studying for my exam yesterday. My friend come over and we was studying together. We take a break and go for a walk. When we return, I realize I had left my book at home. My friend say he will lend me his book."

#### # Errors to Identify:

1. Inconsistent verb tense in "My friend come"
2. Incorrect use of "was" instead of "were" in "we was studying"
3. Incorrect use of "take" instead of "took" in "We take a break"
4. Incorrect use of "say" instead of "said" in "My friend say"
5. Incorrect use of "had left" instead of "had forgotten" or "had misplaced" in "I realize I had left my book"

#### # Edited Paragraph:

"I was studying for my exam yesterday. My friend came over and we were studying together. We took a break and went for a walk. When we returned, I realized I had forgotten my book at home. My friend said he would lend me his book."

#### # Explanation of Corrections:

1. Changed "My friend come" to "My friend came" to use the correct simple past tense.
2. Changed "we was studying" to "we were studying" to use the correct plural subject-verb agreement.
3. Changed "We take a break" to "We took a break" to use the correct simple past tense.
4. Changed "My friend say" to "My friend said" to use the correct simple past tense.
5. Changed "I realize I had left my book" to "I realized I had forgotten my book" to use the correct verb tense and expression.

Read the following paragraph and identify the errors in conjunction usage. Then, edit the paragraph to correct the errors.

"I went to the store and bought some milk. But I also buy some eggs. Because I need them for breakfast. So I go back home and cook them."

# Errors to Identify:

1. Incorrect use of "But" to connect two independent clauses
2. Missing conjunction to connect the dependent clause "Because I need them for breakfast"
3. Incorrect use of "So" to connect two independent clauses
4. Incorrect verb tense in "I also buy" and "I go"

# Edited Paragraph:

"I went to the store and bought some milk. I also bought some eggs, because I needed them for breakfast. After I finished shopping, I went back home and cooked them."

# Explanation of Corrections:

1. Changed "But I also buy" to "I also bought" to use the correct verb tense and eliminate the need for "But".
2. Added "because" to connect the dependent clause "Because I need them for breakfast" to the independent clause "I also bought some eggs".
3. Changed "So I go" to "After I finished shopping, I went" to use the correct verb tense and eliminate the need for "So".
4. Changed "I also buy" and "I go" to "I also bought" and "I went" to use the correct verb tense.

# Exercise:

Read the following paragraph and identify the errors in preposition usage. Then, edit the paragraph to correct the errors.

"I went to the store with my friend. We bought some milk and eggs from the shelf. The eggs was packed in a box. We pay for them at the counter. Then we go home by bus."

# Errors to Identify:

1. Incorrect preposition in "from the shelf" (should be "off the shelf")
2. Missing preposition in "The eggs was packed in a box" (should be "The eggs were packed in a box")
3. Incorrect preposition in "We pay for them at the counter" (should be "We paid for them at the counter")
4. Incorrect preposition in "Then we go home by bus" (should be "Then we went home by bus")

# Edited Paragraph:

"I went to the store with my friend. We bought some milk and eggs off the shelf. The eggs were packed in a box. We paid for them at the counter. Then we went home by bus."



### # Explanation of Corrections:

1. Changed "from the shelf" to "off the shelf" to use the correct preposition.
2. Added the preposition "were" to the sentence "The eggs was packed in a box" to correct the subject-verb agreement.
3. Changed "We pay for them at the counter" to "We paid for them at the counter" to use the correct verb tense.
4. Changed "Then we go home by bus" to "Then we went home by bus" to use the correct verb tense.

## **2.OMISSION**

Omission is a grammatical term that refers to the deliberate removal or absence of a word or phrase from a sentence or text, while still maintaining the overall meaning and coherence of the sentence.

### ***\*Rules of Omission:\****

1. Omission of articles: Articles (a, an, the) can be omitted in certain situations, such as in titles, headlines, or when referring to a general category.
2. Omission of prepositions: Prepositions can be omitted in certain situations, such as in phrasal verbs or when the meaning is clear without them.
3. Omission of conjunctions: Conjunctions (and, but, or) can be omitted in certain situations, such as in lists or when the meaning is clear without them.
4. Omission of auxiliary verbs: Auxiliary verbs (is, are, am, etc.) can be omitted in certain situations, such as in headlines or when the meaning is clear without them.

### ***\*Identifying Missing Words:\****

To identify missing words, read the sentence carefully and look for:

- Incomplete sentences or phrases
- Lack of clarity or coherence
- Inconsistent verb tense or subject-verb agreement
- Missing articles, prepositions, or conjunctions

Solved Question:\*

**Direction: Identify the missing word in the following sentence:**

"I \_\_\_\_\_ to the gym every morning."

- A) go
- B) goes
- C) going
- D) gone

Answer: A) go

Explanation: The subject of the sentence is "I", which requires the verb "go" in the present simple tense. The correct sentence would be: "I go to the gym every morning."

Note: The other options are incorrect because:

- B) goes is the third person singular form of the verb, which does not match the subject "I".
- C) going is the present participle form of the verb, which requires an auxiliary verb to form a complete sentence.

- D) gone is the past participle form of the verb, which does not match the present simple tense of the sentence.

#### Passage 1

**Read the following passage and fill in with suitable words which have been omitted to complete the passage.**

The twins stayed their granny's house for a month their classes started. Their stay granny taught them how paint. So before leaving the twins decided to their granny with a beautiful painting. Both twins drew beautiful scenery and gifted it to granny on the day left.

#### Answers for Passage 1

The twins stayed at their granny's house for a month before their classes started. During their stay, their granny taught them how paint. So before leaving, the twins decided to surprise their granny with a beautiful painting. Both twins drew beautiful scenery and gifted it to their granny on the day they left.

#### Passage 2

**Read the story below and rewrite by filling in the omitted words.**

Once upon time, there lived a king and queen who had a beautiful named Rapunzel. Rapunzel long, golden hair which had a healing power. So, day a bad witch came and baby Rapunzel away. She kept Rapunzel in her tall tower away the city. The witch never Rapunzel to leave the tower. The witch used go out once a week to food, and when she back, she used Rapunzel's hair to climb back the tower. One day, prince came and rescued Rapunzel the tower.

#### Answers for Passage 2

Once upon a time, there lived a king and queen who had a beautiful daughter named Rapunzel. Rapunzel had long, golden hair which had a healing power. So, one day a bad witch came and took baby Rapunzel away. She kept Rapunzel in her tall tower away from the city. The witch never allowed Rapunzel to leave the tower. The witch used to go out once a week to bring food, and when she came back, she used Rapunzel's hair to climb back into the tower. One day, a prince came and rescued Rapunzel from the tower.

### **Practice Questions:**

**A. In the sentences below, there are omitted words. Insert the required word to complete the omission exercise.**

**Q1.**

- |                                  |          |
|----------------------------------|----------|
| Researchers proved that          | a. _____ |
| doing exercise_reduce heart risk | b. _____ |
| and lower the chances_a stroke.  | c. _____ |
| Be it any form_exercise,         | d. _____ |
| It has a positive impact_your    | e. _____ |

overall personality\_confidence f. \_\_\_\_\_

While regulating your hormones. g. \_\_\_\_\_

Q2.

Three robbers broke a goods shop yesterday. a.) \_\_\_\_\_

They found the cash-box took it. b.) \_\_\_\_\_

But before they leave the shop, Police c.) \_\_\_\_\_

barged in and arrested all them. d.) \_\_\_\_\_

### **3. GAP FILLING**

A.Fill in the blanks with the correct form of the verb in brackets.

1. She \_\_\_\_ (write) a letter now.
2. The sun \_\_\_\_ (rise) in the east.
3. They \_\_\_\_ (play) football yesterday.
4. If you study well, you \_\_\_\_ (pass) the exam.
5. We \_\_\_\_ (go) to the park tomorrow.
6. He \_\_\_\_ (read) a book when I called him.
7. The children \_\_\_\_ (watch) television at the moment.
8. She \_\_\_\_ (not eat) her lunch yet.
9. By next year, he \_\_\_\_ (complete) his course.
10. While I \_\_\_\_ (walk) to school, I met my friend.

B.Fill in the blanks with suitable prepositions.

1. The cat is sitting \_\_\_\_ the chair.
2. We are going \_\_\_\_ a picnic.
3. The boy ran \_\_\_\_ the road.
4. She is good \_\_\_\_ mathematics.
5. I will meet you \_\_\_\_ Monday.
6. He was born \_\_\_\_ 1999.
7. The book is lying \_\_\_\_ the table.
8. She hid the gift \_\_\_\_ the cupboard.
9. The train arrived \_\_\_\_ time.
10. He walked \_\_\_\_ the bridge to reach the other side.

### **4. JUMBLED SENTENCES:**

By practicing jumbled sentence exercises, you can improve your language skills, build confidence, and develop fluency in your communication.

### **# Tips for Solving Jumbled Sentences:**

1. Read carefully: Read the jumbled sentence carefully to identify the keywords and context.
2. Identify the verb: Find the verb in the sentence and use it as a starting point to unscramble the sentence.
3. Look for grammatical clues: Pay attention to grammatical clues, such as subject-verb agreement and tense consistency.
4. Use context: Use the context of the sentence to help you unscramble it correctly.

Exercises:

### **Unscramble the words to form a valid English sentence.**

Exercise 1:

1. me / to / want / go / I / store / the - ?
2. you / are / going / where / to -> ?
3. she / is / reading / book / a -> ?
4. they / are / playing / soccer / -> ?
5. he / is / writing / letter / a -> ?

Answers:

Exercise 1:

1. I want to go to the store.
2. Where are you going to?
3. She is reading a book.
4. They are playing soccer.
5. He is writing a letter.

Exercise 2:

1. the / is / sunny / day / today -> ?
2. I / am / going / to / bed / early -> ?
3. she / loves / reading / books -> ?
4. they / are / coming / over / tonight -> ?
5. he / is / studying / for / exam / his -> ?

Answers:

Exercise 2:

1. Today is a sunny day.
2. I am going to bed early.
3. She loves reading books.
4. They are coming over tonight.
5. He is studying for his exam.

### **# Jumbled Sentences:**

1. Tonight /homework /a /lot/ of /us/ gave /teacher/ the.
2. Night/ last/ movies /the/ to /went /I and /friends/ my.
3. Yesterday/ match/ football /the /won/ team/ school /the.
4. Kitchen/ the/ in dinner /cooking /is mothr/ my.
5. Together/ project /a on //working are /students /the.
6. Pollution/ on/ essay //an/ write to us asked //teacher the.
7. Room/ his/ in exams /his for/ studying //is brother //my.
8. Week /next/ festival /cultural/ a /organizing /is /school /the.

9. Together /cricket /playing// love /I and friends/ my.
10. Today/ test// surprise a/ gave /us teacher/ the.

Answers.

1. The teacher gave us a lot of homework tonight.
2. My friends and I went to the movies last night.
3. The school team won the football match yesterday.
4. My mother is cooking dinner in the kitchen.
5. The students are working on a project together.
6. The teacher asked us to write an essay on pollution.
7. My brother is studying for his exams in his room.
8. The school is organizing a cultural festival next week.
9. My friends and I love playing cricket together.
10. The teacher gave us a surprise test today.

## **WRITING SKILL**

### **1.Message Writing**

Message writing is a short and precise way of conveying information, instructions, or reminders to someone in their absence. It is usually informal and includes essential details like the time, date, and sender's name.

Format of Message Writing

1. Heading – The word "MESSAGE" should be written in capital letters.
2. Date & Time – Mention the date and time when the message is written.
3. Receiver's Name – Address the person for whom the message is intended.
4. Body – Write the message clearly and concisely, mentioning only the necessary details.
5. Sender's Name – Write the name of the person writing the message.

Sample Message

MESSAGE
12th February 2025
4:30 PM
Dear Riya,
Mom called to inform that she will be late today as she has an urgent meeting at work. She asked you to finish your homework and have dinner on time. She will be home by 9 PM.
Ananya

Practice Exercises

1. Your father is not at home, and his friend Mr. Sharma called to inform that he will visit him at 6 PM. Write a message for your father.
2. Your teacher asked you to inform your friend that the school trip has been postponed to next week. Write a message for your friend.
3. Your mother has gone out, and the milkman delivered two packets of milk. Write a message informing her.
4. Your brother went out to play, and his friend Rahul called to say he will not be able to come over today. Write a message for your brother.
5. Your neighbor Mrs. Mehta called to inform your mother that she has an important document to collect from her house. Write a message for your mother.

### **Practice questions**

#### **# Informal Messages:**

1. Write a message to your best friend inviting them to your birthday party.
2. Write a message to your sibling asking them to help you with your homework.
3. Write a message to your friend apologizing for missing their phone call.
4. Write a message to your neighbour thanking them for lending you their book.
5. Write a message to your cousin sharing your excitement about your upcoming summer vacation.

#### **# Situational Messages:**

1. Write a message to your teacher explaining your absence from school due to illness.
2. Write a message to your friend cancelling plans due to unexpected weather conditions.
3. Write a message to your parents informing them about a change in your school's schedule.
4. Write a message to your classmate asking for their help with a group project.
5. Write a message to your school's sports captain expressing your interest in joining the team.

## **2.NOTICE WRITING**

A notice can be described as a written announcement. It informs people about an important event or gathering .

Rules for Writing a Notice .

- A notice is always written in a box, with the word ' NOTICE ' written in the top.
- There is a word limit of 50 words.
- The names of the event and the organization have to be mentioned .
- The date of issuance of the notice has to be mentioned .
- Mention other details like date, venue, time, etc., of the event.
- Mention who needs to be contacted for further queries or information.
- The signature, name and designation of the person who is issuing the notice should be mentioned.

LOST

When we write a notice for lost, we mention the following points :

\*Date and place

\* whom to contact and where

\* identification [ colour, size, shape, material ] \* promising a reward [ optional ]

You are kavya a student of St. Aloysius School , Polipathar . You have lost your English notebook in the school library . Write a notice , in not more than 50 words, informing the students about it .

ST. ALOYSIUS SCHOOL , POLIPATHAR  
NOTICE

15 FEBRUARY 2025

Lost English Notebook

This is to inform all fellow students that I have lost my English notebook in the school library yesterday during the library period. The notebook is covered with brown paper and has my name and class written on it . I would like to request the finder to kindly return the same to me as soon as possible as I have to prepare for the forthcoming exams .

Kavya  
VII A

### **Practice questions**

#### **School-Related Notices:**

1. Write a notice for the school notice board about a lost wallet.
2. Write a notice inviting students to participate in a science fair.
3. Write a notice about a change in the school's examination schedule.
4. Write a notice about a new club or society being formed in the school.
5. Write a notice reminding students about the importance of punctuality.

#### **# Event-Related Notices:**

1. Write a notice inviting students to attend a seminar on career guidance.
2. Write a notice about a cultural festival being organized in the school.
3. Write a notice about a sports tournament being held in the school.
4. Write a notice about a guest lecture by a renowned expert.
5. Write a notice about a school trip to a historical place.

#### **# General Notices:**

1. Write a notice about a lost book in the school library.
2. Write a notice reminding students about the importance of keeping the school clean.
3. Write a notice about a new policy being implemented in the school.
4. Write a notice about a change in the school's bus schedule.
5. Write a notice congratulating students on their achievements.

#### **# Situation-Based Notices:**

1. Write a notice to inform students about a sudden change in the weather.
2. Write a notice to warn students about the dangers of bullying.
3. Write a notice to remind students about the importance of saving water.
4. Write a notice to inform students about a power outage in the school.
5. Write a notice to congratulate students on winning a competition.

### **3.-DIARY WRITING**

#### # What is Diary Writing?

Diary writing is the act of writing down your thoughts, feelings, and experiences in a personal journal or diary.

#### # Benefits of Diary Writing:

1. Self-expression: Diary writing allows you to express yourself freely and honestly.
2. Stress relief: Writing down your thoughts and feelings can help you process and release stress.
3. Reflection and introspection: Diary writing helps you reflect on your experiences and gain insight into your thoughts and behaviours.
4. Improved writing skills: Regular diary writing can help you develop your writing skills and style.
5. Personal growth and development: Diary writing can help you set goals, track progress, and celebrate achievements.

#### # Tips for Diary Writing:

Write day, date and time on the top left corner.

Salutation: Dear Diary.

Topic Sentence: Begin with Topic sentence.

Ex. I was a wonderful Day. Or it was a sad day Etc...

Divide into paragraph the topic sentence. Elaborating the what when, who, where, who etc of the topic sentence.

Write in 1<sup>st</sup> person.

Write in simple past tense

Be truthful while writing.

Attach or draw picture of the event if available.

End it with your first name or signature.

Date: 15th February 2025

Dear Diary,

Today was a great day! We had a science exam in the morning, and I was a bit nervous, but I think I did well. My friend, Rohan, and I studied together last night, and it really helped.

After the exam, we had a free period, and I went to the library to return a book. I saw a new book on my favourite author, J.K. Rowling, and I couldn't resist borrowing it.

In the afternoon, we had a football match against our rival school. We won 2-1, and it was such a thrill! Our team played really well together.

When I got home, my mom had made my favourite dinner - pizza! We watched a movie together, and it was a lovely way to end the day.



I'm grateful for today's blessings - good friends, a supportive family, and a fun-filled day.

# Things to Remember:

- Study for math exam tomorrow
- Practice football kicks for next match
- Call Rohan to discuss science exam results

# Goodnight:

Dear Diary, it's been a wonderful day. I'm excited for tomorrow!

# Your Name:

[Your Name]

**Diary writing exercises:**

# Personal Diary Entries:

1. Write about your favorite hobby and why you enjoy it.
2. Describe a memorable day in your life and what made it special.
3. Write about a challenge you faced and how you overcame it.
4. Describe your daily routine and what you like/dislike about it.
5. Write about a person who inspires you and why.

# Imaginative Diary Entries:

1. Imagine you are an astronaut on a mission to Mars. Write about your experiences.
2. You stumble upon a magical kingdom hidden in your backyard. Write about your adventures.
3. You are given the power to time-travel. Where do you go and what do you do?
4. Imagine you are a superhero with incredible powers. Write about your first mission.
5. You are stranded on a deserted island. Write about your survival strategies.

# Situational Diary Entries:

1. Write about a time when you felt scared or nervous. How did you cope?
2. Describe a situation where you had to make a difficult decision. What did you choose?
3. Write about a time when you felt proud of yourself. What did you achieve?
4. Describe a situation where you had to work with someone you didn't get along with. How did you handle it?
5. Write about a time when you received unexpected news. How did you react?

# Reflective Diary Entries:

1. Write about a book or movie that had a profound impact on you. What did you learn?
2. Describe a situation where you realized you had made a mistake. What did you learn from it?
3. Write about a goal you set for yourself and how you achieved it.

4. Describe a situation where you had to adapt to a new environment or situation. How did you cope?
5. Write about a time when you felt grateful for something or someone. Why were you grateful?

## **4.-DESCRIPTION OF AN OBJECT**

### **Factual Description**

Definition:

A factual description is an objective and detailed account of a person, place, object, or event. It provides factual information without personal opinions or emotions. The description is clear, concise, and structured logically to give the reader a complete understanding of the subject.

Points to Remember While Writing a Factual Description

1. Be Objective – Stick to facts and avoid personal opinions.
2. Use Clear and Precise Language – Keep the description simple and easy to understand.
3. Organize Logically – Follow a structured format (introduction, features, conclusion).
4. Include Important Details – Mention shape, size, color, texture, usage, and other relevant aspects.
5. Use Proper Grammar and Tense – Present descriptions in the present tense unless describing historical objects.
6. Avoid Repetition – Use a variety of sentence structures to keep the description engaging.
7. Write in Third Person – Unless the description is personal, use a neutral tone.

Factual description:

Description of a Wristwatch

A wristwatch is a small timekeeping device worn on the wrist. It consists of a round, square, or rectangular dial that displays the time. The dial is covered with a glass or plastic case to protect the hands and numbers. The watch has a strap, usually made of leather, rubber, or metal, which secures it to the wrist.

Wristwatches can be analog (with hour, minute, and second hands) or digital (with a numerical display). Some advanced models include features like alarms, calendars, fitness tracking, and GPS. Modern wristwatches may be waterproof and come with LED or touch-screen displays.

The primary purpose of a wristwatch is to tell time, but it has also become a fashion accessory and a status symbol. Watches are available in different styles, ranging from simple designs for everyday use to luxury brands for special occasions.

### **Practice questions**

#### **# Places:**

1. Describe a beautiful beach you have visited.
2. Write about a bustling city street at night.
3. Describe a peaceful forest glade.
4. Imagine you are standing at the edge of the Grand Canyon. Describe what you see.
5. Write about a cozy mountain village.

#### **# Objects:**

1. Describe a vintage car you admire.
2. Write about a beautiful piece of jewelry.
3. Describe a rare and exotic flower.
4. Imagine you are holding a precious gemstone. Describe its texture and color.
5. Write about a family heirloom that holds sentimental value.

#### **# People:**

1. Describe a historical figure you admire.
2. Write about a family member who inspires you.
3. Describe a famous artist or musician.
4. Imagine you are meeting your favorite author. Describe their appearance and personality.
5. Write about a friend who has made a positive impact on your life.

#### **# Events:**

1. Describe a memorable birthday party.
2. Write about a thrilling sporting event.
3. Describe a beautiful wedding ceremony.
4. Imagine you are attending a music festival. Describe the atmosphere and performances.
5. Write about a cultural celebration that is important to you.

#### **# Imaginary Scenarios:**

1. Describe a fantastical underwater world.
2. Write about a futuristic city on Mars.
3. Describe a magical kingdom hidden in the clouds.
4. Imagine you are on a deserted island. Describe your surroundings and survival strategies.
5. Write about a world where gravity doesn't exist.

## **5.LETTER WRITING**

#### **# Types of Letters:**

1. Formal Letter: A formal letter is written for professional or business purposes.
2. Informal Letter: An informal letter is written to friends, family, or acquaintances.
3. Business Letter: A business letter is written for commercial purposes, such as sales, marketing, or customer service.
4. Personal Letter: A personal letter is written to express thoughts, feelings, or experiences.

### # Structure of a Letter:

Heading: The heading includes the sender's address and date.

Salutation: The salutation is a greeting that addresses the recipient.

Body: The body is the main content of the letter.

Closing: The closing is a polite way to end the letter.

Signature: The signature is the sender's name and contact information.

### # Formal Letter Writing:

1. Use a formal salutation: Use a formal greeting, such as "Dear Mr./Ms./Mrs./Dr."
2. Use a formal closing: Use a formal closing, such as "Sincerely" or "Yours faithfully"
3. Include a reference: Include a reference, such as a job title or company name.

### # Informal Letter Writing:

1. Use a casual salutation: Use a casual greeting, such as "Hi" or "Hello"
2. Use a casual closing: Use a casual closing, such as "Best" or "Cheers"
3. Include personal details: Include personal details, such as hobbies or interests.

### # Letter Writing Exercises:

1. Write a formal letter to a business or organization.
2. Write an informal letter to a friend or family member.
3. Write a letter to yourself, reflecting on your goals and aspirations.
4. Write a letter to someone you admire, expressing your appreciation for their work.

### TO EDITOR-

Here's a guide on writing a letter to the editor:

#### # What is a Letter to the Editor?

A letter to the editor is a written communication to a newspaper, magazine, or online publication expressing the writer's opinion on a particular issue or topic.

#### # Purpose of a Letter to the Editor:

Express opinion: To express the writer's opinion on a particular issue or topic.

Respond to an article: To respond to an article or editorial published in the newspaper or magazine.

Raise awareness: To raise awareness about a particular issue or topic.

Influence public opinion: To influence public opinion on a particular issue or topic.

### # Structure of a Letter to the Editor:

1. Heading: Include the writer's name, address, phone number, and email address.
2. Salutation: Address the editor by name, if possible.
3. Introduction: Clearly state the purpose of the letter and the issue or topic being addressed.
4. Body: Provide evidence, facts, and personal experiences to support the writer's opinion.
5. Conclusion: Summarize the main points and reiterate the writer's opinion.
6. Closing: End with a polite closing, such as "Sincerely" or "Yours truly".
7. Signature: Sign the letter with the writer's name.

### # Tips for Writing a Letter to the Editor:

1. Be clear and concise: Use simple language and avoid jargon.
2. Be respectful: Avoid using abusive or inflammatory language.
3. Use evidence: Provide facts and evidence to support the writer's opinion.
4. Keep it short: Keep the letter brief and to the point.
5. Proofread: Check for spelling, grammar, and punctuation errors.

### # Sample Letter to the Editor:

[Your Name]

[Your Address]  
[City, State, ZIP]  
[Email Address]  
[Phone Number]  
[Date]  
[Editor's Name]  
[Newspaper/Magazine Name]  
[Address]  
[City, State, ZIP]  
Dear [Editor's Name],

I am writing to express my opinion on the recent article published in your newspaper regarding [topic]. As a concerned citizen, I strongly believe that [statement].

The article highlighted the issue of [issue], which is a pressing concern in our community. However, I disagree with the author's conclusion that [conclusion]. In my opinion, [opinion].

I would like to emphasize that [point]. I urge your readers to consider the importance of [issue] and to take action to address this pressing concern.

Thank you for publishing articles that stimulate public debate and discussion.

Sincerely,

[Your Name]

# Exercises:

1. Write a letter to the editor expressing your opinion on a current event or issue.
2. Write a letter to the editor responding to an article or editorial published in a newspaper or magazine.
3. Write a letter to the editor raising awareness about a social issue or cause.

## -TO FRIEND

Types of Letters to Friends:

1. Casual letter: A casual letter is a friendly and informal letter to a close friend.
2. Newsy letter: A newsy letter is a letter that updates a friend on your life, events, and experiences.
3. Supportive letter: A supportive letter is a letter that offers encouragement, advice, and support to a friend.
4. Apology letter: An apology letter is a letter that expresses regret and apology for a mistake or hurt caused to a friend.

# Structure of a Letter to Friends:

1. Heading: Include your name, address, and date.
2. Salutation: Use a friendly greeting, such as "Dear [Friend's Name]" or "Hi [Friend's Name]".
3. Introduction: Start with a friendly introduction, such as asking about your friend's life or sharing a personal experience.
4. Body: Share news, experiences, thoughts, and feelings with your friend.
5. Conclusion: End with a friendly closing, such as "Take care" or "Best wishes".
6. Signature: Sign your name and include your contact information.

# Tips for Writing a Letter to Friends:

1. Be sincere and genuine: Write from the heart and be true to your feelings.
2. Use a conversational tone: Write as you would speak to your friend.
3. Share personal experiences: Share stories, memories, and experiences that are meaningful to your friendship.

4. Ask questions: Ask your friend about their life, interests, and experiences.
5. Keep it concise: Keep your letter brief and to the point.

#### # Sample Letter to Friends:

Dear [Friend's Name],

How are you doing? I hope you're having an amazing day. I just wanted to catch up and share some news with you.

I've been thinking about our last conversation, and I wanted to follow up on some of the things we discussed. I've been doing some research and found some interesting articles that I think you'd enjoy.

I've also been thinking about our plans to meet up soon. I was thinking maybe we could grab coffee or lunch sometime this week? Let me know what you think.

Take care, and talk to you soon!

Best,

[Your Name]

#### # Exercises:

1. Write a letter to a friend sharing some exciting news or experience.
2. Write a letter to a friend offering support and encouragement during a difficult time.
3. Write a letter to a friend apologizing for a mistake or hurt caused.

## **6.E-MAIL WRITING**

Email writing is the process of composing and sending a structured message electronically via email. It is widely used for formal and informal communication in personal, academic, and professional settings.

### Points to Remember While Writing an Email

1. Use a Clear Subject Line – It should summarize the purpose of the email.
2. Use a Professional Email Address – Avoid informal or unprofessional addresses.
3. Start with a Proper Salutation – Address the recipient formally (e.g., Dear Mr. Sharma).
4. Keep the Email Concise and to the Point – Avoid unnecessary details.
5. Use Proper Grammar and Punctuation – Maintain professionalism and clarity.
6. Structure Your Email Properly – Follow a logical flow: Introduction, Main Content, Conclusion.
7. Use a Polite and Formal Tone – Especially in professional emails.
8. Include a Closing Statement and Signature – End the email properly (e.g., Best regards, [Your Name]).
9. Avoid Spelling Mistakes – Proofread before sending.
10. Attach Documents if Required – Ensure all necessary attachments are included before sending.

### Format of an Email

1. Sender's Email Address
2. Recipient's Email Address
3. Subject Line

4. Salutation (Dear Sir/Madam, Respected Sir, etc.)
5. Body of the Email
  - Introduction (Purpose of the email)
  - Main Content (Details of the subject)
  - Conclusion (Closing remarks)
6. Closing (Yours sincerely, Regards, etc.)
7. Sender's Name and Contact Information

### **Example Email**

Email for Requesting Leave

From: sharda123@gmail.com  
To: principal.stalloysius@gmail.com  
Subject: Request for Leave

Respected Sir/Madam,

I hope you are doing well. I am writing to request leave for two days, from February 20 to February 21, 2025, as I have an important personal commitment to attend.

I assure you that I will complete all my pending work in advance to avoid any inconvenience. Kindly grant me leave for the mentioned dates. I would be grateful for your consideration.

Looking forward to your approval.

Yours sincerely,  
Sharda Sharma  
Class 7, St. Aloysius Senior Secondary School

You are in the hostel. The weather has taken a sudden turn and it has become unbearably chilly. Write an email to your mother to send you some woollens immediately.

You are Aman/Amina, a student of Class 7 at St. Aloysius Senior Secondary School, Jabalpur. Write an email to your English teacher, requesting clarification on the rules of subject-verb agreement. Be polite and concise in your email.

### **Exercises**

# Formal Emails:

1. Write an email to your principal requesting a leave of absence for a family emergency.
2. Write an email to a company's customer service department complaining about a defective product.
3. Write an email to a university's admissions office inquiring about their undergraduate programs.

#### # Informal Emails:

1. Write an email to a friend inviting them to a party.
2. Write an email to a family member sharing news about your daily life.
3. Write an email to a classmate asking for help with a homework assignment.

#### # Situational Emails:

1. Write an email to a teacher explaining why you missed a homework assignment.
2. Write an email to a friend apologizing for missing their birthday party.
3. Write an email to a client explaining a delay in a project.

## **7. Story Writing**

Story writing is a creative writing process where a narrative is developed with a beginning, middle, and end. It includes characters, a setting, a plot, and a moral (if required). A good story captures the reader's interest and conveys a meaningful message.

#### **Format of Story Writing**

1. Title – The story should have a suitable and interesting title.
2. Introduction – Introduce the characters and setting (time and place).
3. Plot/Body – Describe the main events of the story in a structured way.
4. Climax – The most interesting or important part of the story.
5. Conclusion – End the story with a resolution or moral (if needed).

#### The Clever Rabbit

Once upon a time, in a dense forest, a cruel lion ruled over the animals. He would hunt daily and kill many animals for food. The frightened animals decided to send one animal every day to satisfy the lion's hunger, hoping to save the rest. One day, it was a clever rabbit's turn. Instead of going early, the rabbit took its time and reached the lion's den late. The angry lion roared, "Why are you late?" The rabbit bowed and said, "Oh mighty king, another lion in the forest claimed to be stronger than you. He stopped me on my way." The lion, furious at the thought of another lion in his territory, demanded to be taken there. The rabbit led him to a deep well and pointed inside. "He is hiding in there," said the rabbit. When the lion looked inside, he saw his own reflection in the water and thought it was another lion. Enraged, he jumped into the well to attack, but drowned in the water. The clever rabbit returned to the other animals and shared the good news. The entire forest celebrated their freedom.

Moral: Intelligence is greater than strength.

A. 1. Write a story using the following hints:

A poor woodcutter lived near a river.

One day, his axe fell into the river.

A fairy appeared and tested his honesty.

She rewarded him with a golden axe.

Moral: Honesty is the best policy.

2. Develop a story with these points:

A shepherd boy used to take his sheep to a hill.

He often lied by shouting, "Wolf! Wolf!"

Villagers came to help but found no wolf.

One day, a real wolf came, but no one believed him.



Moral: Never tell lies.

**B. Story Writing Based on a Given Moral**

1. Write a story that teaches the lesson "Slow and steady wins the race."
2. Create a story based on the moral "Hard work always pays off."
3. Write a story showing that "Greed leads to destruction."

**C. Story Writing Based on a Given Theme**

1. Write a story about friendship and loyalty.
2. Write a story about bravery in difficult times.
3. Write a story where a small act of kindness changes someone's life.

**D. Story Writing with a Given Opening Line**

1. "One stormy night, I heard a strange noise coming from the backyard..."
2. "Riya was walking home when she found a mysterious box on the road..."
3. "Once there was a little boy who was afraid of the dark..."

## 8.-DIALOGUE WRITING

**Dialogue writing is a form of writing which aims to enable students to elaborate on the inputs provided to them in a meaningful way and produce a grammatically correct conversation. The term dialogue refers to a verbal conversation between two or more people. It reveals information about the speaker[s] with in a written work. n also enhances the storyline and plot.**

Given below are some key points for dialogue writing.

- The dialogues must be brief and simple .
- Repetition must be avoided in dialogues .
- Avoid giving all the information in one sentence . Try to break them into short sentences.
- All the characters must have a unique way of using words to make the characters seem different and interesting .
- Each character has to have a new line .
- Use correct punctuation
  - Use contractions to make dialogue sound more natural.
  - Vary sentence structure to create a sense of rhythm.
  - Use subtext to convey underlying emotions or motivations.
  - Avoid info dumping or long, expository speeches.
  - Read your dialogue out loud to ensure it sounds natural.

Read the sample conversation given below.

**Richard :**

**Riya :** Hello !

**Richard :** Hi ! How are you ?

**Riya :** I am fine, Are you going anywhere ?

**Richard :** Yes , I am going to the market at C Block .

**Riya :** Oh! I thought the market is closed on Wednesdays .

**Richard :** Not this one. This market remains open throughout the week .

**Riya :** Great ! I have a couple of things to buy too. Can I come along ?

**Richard :** Sure ! Let's go together .

## **Practice questions**

### **# Conversational Dialogue:**

1. Write a conversation between two friends discussing their plans for the weekend.
2. Write a dialogue between a customer and a store clerk about a return policy.
3. Write a conversation between a teacher and a student about a difficult assignment.
4. Write a dialogue between two coworkers discussing a project deadline.
5. Write a conversation between a parent and a child about a bedtime routine.

### **# Narrative Dialogue:**

1. Write a scene where a character reveals a secret to a friend.
2. Write a dialogue between two characters who have a disagreement.
3. Write a conversation between a detective and a suspect.
4. Write a dialogue between two characters who share a romantic moment.
5. Write a conversation between a character and their inner self.

### **# Descriptive Dialogue:**

1. Write a conversation between two characters in a coffee shop, describing the atmosphere.
2. Write a dialogue between two characters on a beach, describing the scenery.
3. Write a conversation between two characters in a busy city, describing the sounds and smells.
4. Write a dialogue between two characters in a quiet library, describing the silence.
5. Write a conversation between two characters in a crowded restaurant, describing the food and atmosphere.