

Class 8th
English Grammar Syllabus (2025-26)
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PARTS OF SPEECH (Revision)

1. Noun

A noun is the name of a person, place, thing, or idea.

Examples: Riya is a good teacher. (Person)

We went to Delhi last summer. (Place)

2. Pronoun

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

Examples: She is my best friend.

They are playing football.

3. Verb

A verb expresses an action or a state of being.

Examples: He writes a letter. (Action)

She is happy. (State of being)

4. Adjective

An adjective describes or modifies a noun or pronoun.

Examples: She wore a beautiful dress.

It was a difficult question.

5. Adverb

An adverb modifies a verb, adjective, or another adverb. It tells how, when, where, or to what extent.

Examples: He speaks softly. (How)

She arrived early. (When)

6. Preposition

A preposition shows the relationship between a noun or pronoun and another word in the sentence.

Examples: The book is on the table.

We walked through the park.

7. Conjunction

A conjunction connects words, phrases, or clauses.

Examples: I like tea and coffee.

He was tired, but he continued working.

8. Interjection

An interjection expresses sudden emotion or feeling.

Examples: Wow! That's amazing!

Oh no! I forgot my keys.

Chapter 1: Phrases & Clauses

Phrase

A phrase is a group of words that work together to give meaning but do not have both a subject and a verb. A phrase cannot stand alone as a sentence.

Examples:

1. In the garden (This phrase does not have a subject or verb, so it is incomplete.)
2. Running fast (This phrase gives information but does not form a complete sentence.)

Kinds of Phrases

1. **Noun Phrase** – A phrase that acts as a noun in a sentence.

Example: **The little boy** is playing.

2. **Verb Phrase** – A phrase that acts as a verb.

Example: She **has been singing** beautifully.

3. **Adjective Phrase** – A phrase that describes a noun.

Example: The house **with the red roof** is mine.

4. **Adverb Phrase** – A phrase that describes a verb, adjective, or another adverb.

Example: She spoke **in a low voice**.

5. **Prepositional Phrase** – A phrase that starts with a preposition and shows the relation of a noun to another word.

Example: He sat **under the tree**.

Clause

A clause is a group of words that has a subject and a verb. Some clauses can stand alone as a sentence, while others cannot.

Examples:

1. She is reading a book. (This is a complete sentence because it has a subject and a verb.)
2. Because he was late. (This is not a complete sentence because it depends on another part of the sentence.)

Kinds of Clauses

1. **Independent Clause (Main Clause)** – A clause that can stand alone as a complete sentence.

Example: I like ice cream.

2. **Dependent Clause (Subordinate Clause)** – A clause that cannot stand alone and depends on the main clause for meaning.

Example: **Because it was raining**, we stayed inside.

Types of Subordinate Clauses

1. **Noun Clause** – Acts as a noun in a sentence.

Example: **What she said** was true.

2. **Adjective Clause** – Acts as an adjective and describes a noun.

Example: The book **that you gave me** is interesting.

3. **Adverb Clause** – Acts as an adverb and describes a verb.

Example: **When the bell rang**, the students left.

Coordinate Clause

A **coordinate clause** is an independent clause that is joined to another independent clause with a coordinating conjunction (such as and, but, or).

Example:

I was tired, **but** I continued working. (Both clauses can stand alone.)

Exercise 1: Identify the main clause and subordinate clause in the following sentences:

1. Although it was raining, we decided to go for a walk.
2. She will come to the party if she finishes her work on time.
3. The boy who won the competition is my cousin.
4. Since you are not feeling well, you should take some rest.
5. I will call you when I reach home.
6. The teacher praised the student because he performed well.
7. While I was reading a book, my friend called me.

Exercise 2: Identify the different kinds of Phrases in the following sentences

1. **The little girl** in the red dress is my niece.
2. He was **running very fast** to catch the bus.
3. The book **on the table** belongs to me.
4. They were **extremely happy** after winning the match.
5. She enjoys **playing the piano** in her free time.
6. The house **with the blue roof** is newly constructed.
7. She spoke **in a polite manner** to the guests.

Exercise 3: Identify the different kinds of Clauses in the following sentences:

1. I know **where he lives**.
2. The woman **who lives next door** is a doctor.
3. She sings so beautifully **that everyone admires her**.
4. I believe **that honesty is the best policy**.
5. The car **which he bought last year** is very expensive.
6. He left early **because he had an appointment**.
7. Can you tell me **what he said**?

Chapter 2:

Simple, Compound & Complex Sentence

Simple Sentence : A simple sentence has a subject and a main verb. It is an independent clause that expresses a complete thought.

Example : The **Earth** **goes** round the sun.

She **likes** chocolates.

We could **see** the way.

The word in colour form the subjects and the bold words are verbs which express the actions in the sentence. As the subject and a finite verb and express complete thoughts, they are Simple sentences. They are also referred to as Independent clauses.

Forms of Simple sentences

Subject +verb +object

Radha ate dinner.

Subject + verb

Radha ate.

There is one difference between the two sentences and that is the presence of an object (dinner). Adding an object gives more clarity to the sentence.

A simple sentence can include:

article / adjectives

Eg: The hungry Radha ate a large dinner.

adverbs

Eg: The hungry Radha quickly ate a very large dinner.

prepositional phrase

Eg: The hungry Radha quickly ate a very large dinner after a long day at work.

compound subjects-coordinating conjunctions

Eg: Radha and Ravi ate dinner.

Radha or Ravi ate dinner.

compound subjects-correlative conjunctions.

Eg: Both Radha and Ravi ate dinner.

Neither Radha nor Ravi ate dinner.

compound verbs-simple predicates

Eg: Radha baked and ate the cake.

Radha cooked dinner and washed the dishes.

compound predicate

Eg: Radha ate the cake and washed the dishes.

Radha Cooked dinner and washed the dishes.

Compound Sentence : A sentence which has two or more independent clauses joined by a coordinating conjunction is called a compound sentence.

Example : The stars were shining and we could see the way.

She wanted a vanilla shake but he wanted an ice cream.

There was no electricity so we went out to eat.

The above given sentences are made up of two independent clauses joined by a coordinating conjunction.

Note: Coordinating conjunctions help in forming compound sentences. The seven coordinating conjunctions are referred to as FANBOYS (For, And, Nor, But, Or, Yet, So) and a comma is placed before a coordinating conjunction.

Compound sentences can be formed by:

using correlative conjunctions

Eg: **Not only** does she love India, **but** she **also** decided to stay here forever.

Either you finish the food now, **or** take it with you.

Neither did she finish the food, **nor** did she take it .

conjunctive adverbs

Eg: We missed the bus, hence we took the taxi.

You better mind your ways, otherwise you will land in serious trouble.

(Accordingly, also, however, besides, furthermore, finally, likewise, consequently and meanwhile are some common conjunctive adverbs.

Complex Sentence : a complex sentence has one independent clause and at least one dependent clause.

Eg: Even though he suffered from myopia, **he trained hard** because he wanted to become a videographer.

As long as you need my book, **you can keep it with you.**

The groups of words in colour are independent clauses and the underlined groups of words are dependent clauses.

The dependent and independent clauses in a complex sentence are joined by a subordinating conjunction.

If the dependent clause comes before the independent clause, there is a comma before the independent clause.

If the Independent clause comes first, we do not use a comma between the clauses.

Eg: I will be allowed to go out in the evening **provided** I complete my homework.

After eating lunch at The Chocolate Room, Ashton went out for a run.

The words in colour are subordinating conjunctions and the underlined words are the dependent clauses.

Exercise 1:

Identify whether the following sentences are simple, compound or complex:

1. His silence proves his guilt.
2. If you would like to visit the museum, please give me a call.
3. We hope that better times will come.
4. He complained of being treated unjustly.
5. Although the beginning was boring, I enjoyed the film.
6. She knew it was raining, yet she did not take an umbrella.
7. Malvika was confident that her speech had moved the audience deeply.

Exercise 2:

Join the Simple sentences to form compound sentences:

1. He did not agree with the plan. He did not participate in the planning.
2. You must obey the rules of the hostel. You must leave the hostel.
3. She won the elocution competition. She was not happy.
4. He passed with flying colours. He won a scholarship.
5. She wrote the novel. She designed the cover page.
6. It was difficult for him to stay calm. He was filled with anger.
7. He did not get the first prize. He was praised for his talent.

Exercise 3:

Rewrite the paired Simple sentences as complex sentences:

1. I was startled to see the crowd outside the gate. I reached the school.
2. We can't sleep properly at night. Our neighbours decided to keep a dog.
3. The government has stopped development work will stop there are no funds.
4. I have not been able to finish the book. You had lent it to me.
5. He remembered my name. We had met only once two years ago.
6. We could go out for a walk. You finish your homework.
7. The shopkeeper used to cheat customers. He has been arrested.

Chapter 3: Verbs And Its Kinds

A **verb** is a word that expresses an action or a state of being. It tells us what a subject is doing in a sentence.

Example:

She sings beautifully. (Action)

He is a doctor. (State of being)

Kinds of Verbs

1. **Action Verbs** – Show an action (e.g., run, write, jump).
2. **Linking Verbs** – Connect the subject with information about it (e.g., is, seem, become,).
3. **Helping Verbs** – Help the main verb (e.g., has, have, will).

a. Transitive and Intransitive Verbs

Transitive Verbs

A verb that needs an object to complete its meaning. It answers "what?" or "whom?" after the verb.

Examples:

1. She bought a book. (What did she buy? – a book)
2. They helped the poor. (Whom did they help? – the poor)

Intransitive Verbs

A verb that does not need an object to complete its meaning. It expresses a complete action on its own.

Examples:

1. The baby sleeps peacefully.
2. He runs fast.

Exercise: Identify the Verb and Write "Transitive" or "Intransitive" next to each sentence.

1. She wrote a letter.
2. The sun rises in the east.
3. We watched a movie.
4. They arrived late.
5. He kicked the ball.
6. She dances gracefully.
7. The dog barked loudly.

b. Finite and Non-Finite Verbs

A **finite verb** shows tense, number, or person and acts as the main verb in a sentence.

Example: She **plays** the piano. (Shows present tense)

A **non-finite** verb does not show tense, number, or person. It cannot be the main verb.

Example: She likes **to play** the piano. ("to play" does not change with tense)

Types of Non-Finite Verbs

1. Gerunds

A verb form ending in "-ing" that acts as a noun.

Example: **Swimming** is good exercise. (subject of a sentence)

Hunting tigers is banned. (subject of a sentence)

Flying makes me nervous. (subject of a sentence)

I like **writing** in English. (direct objects of a sentence)

I love **going** out to malls. (direct objects of a sentence)

My cats favourite activity is **eating**. (subject complements)

One of his duties is **doing** dishes. (subject complements)

We shall be interested in **hearing** your views. (objects of preposition)

Would you like to walk instead of **taking** the bus? (objects of preposition)

2. Participles

Participles are non-finite verb form used as an adjective. Present participles end in -ing (e.g., running), while past participles typically end in -ed, -d, -t, -en, or -n (e.g., written, broken).

Example: The **crying** baby needs help.

The **smiling** boy is cute.

I have **worked** in this company for five years.

3. Infinitives

Infinitives are verbs in the base form and are also called the "to" verbs. The infinitive is formed from a verb but acts like a noun and adjective or an adverb.

Example: She wants **to dance**.

Bare Infinitives

Certain verbs can be used without 'to' and that is why they are called bare infinitives or zero infinitive.

Example: I heard the doorbell ring.

They watched the ship sail.

Exercise 1: Underline the finite verbs in the given sentence:

1. My teacher gave me a story book.
2. I watch movies.
3. He drunk coffee before leaving.
4. Divya is jumping with joy.

Exercise 2: State if the underlined verb is a finite or a nonfinite verb:

1. My son wants to be a writer.
2. They worked hard to win the competition.
3. They opened the main hall.
4. The doctor is attending to the injured.
5. To err is human.

Exercise 3: Fill in the blanks with gerunds or 'to' infinitive form of the word given in the bracket:

1. I can't believe Tanya _____ (go) out now despite the fever.
2. He agreed _____ (buy) a new printer for the office.
3. I look forward to _____ (meet) my friends after the Lock down.
4. Are you thinking of _____ (visit) Bengaluru this year?
5. We decided _____ (walk) through the forest.
6. The teacher expected Mokshit _____ (study) hard.
7. I don't mind _____ (work) at extra shift.

Exercise 4: Rewrite the sentences by replacing underlined words as directed:

1. She loves to sing and dance. (gerund)
2. the principle told him that he should study hard. (infinitive)
3. I think that you should revise all the work done. (infinitive)
4. It is no use to get upset. (gerund)
5. My parents plan to go abroad. (gerund)
6. Learning French is not easy. (infinitive)
7. They are planning to buy a Laptop . (infinitive)

Chapter 4: Tenses

Tense refers to the form of a verb that shows the time of an action, event, or condition. It helps us understand whether something happened in the past, is happening in the present, or will happen in the future.

There are three main tenses, and each has four subtypes:

1. Present Tense (talks about actions happening now)

a.) Simple Present Tense

Structure: Subject + V1 (base verb) + s/es (for he/she/it)

Used for: General truths

Habits or routines

Examples:

1. The sun rises in the east.
2. She drinks coffee every morning.

Exercise 1

Fill in the blanks in the following with the correct form of the verb given in (Present Tense)

1. I in Model Town. (live)
2. The mother food for us. (cook)
3. She to temple every morning. (go)
4. He on me whenever he wants. (call)
5. I what my sister (eat)
6. My father from his office in the evening. (return)
7. They football every evening. (play)
8. I everybody well. (wish)
9. The cat rats. (kill)
10. The farmers rain. (need)

b.) Present Continuous Tense

Structure: Subject + is/am/are + V1 + ing

Used for: Actions happening now

Temporary situations

Examples:

1. I am reading a book.
2. They are playing football in the park.

Exercise 2

Fill in the following blanks with correct tense of the verbs given in brackets :

1. Look ! the sun (rise)
2. Why you so fast ? (run)
3. The children in the park. (play)
4. Mohini a novel now. (read)
5. Water from the running tap. (flow)
6. it outside now ? (rain)
7. What your sister these days ? (do)
8. I tonight. (return)
9. They for Kanpur tomorrow. (leave)
10. Why you a noise ? (make)

c.) Present Perfect Tense

Structure: Subject + has/have + V3 (past participle)

Used for: Actions completed recently

Actions that started in the past but are still relevant

Examples:

1. I have finished my homework.
 2. She has lived here for five years.
- ast experience.
I have seen this picture several times.

(d) To express an action that began in the Past and still continues.

He has worked in this school for five years, (is still working)

Exercise 3

Fill in the following blanks with correct tense (present) of the verbs given in brackets :

1. Where you your purse ? (lose)
2. she not yet her work ? (finish)
3. How many sums she ? (solve)
4. My sister from Meerut presently. (return)
5. Raju Saroj since 1980. (know)
6. Asha never the Red Fort. (see)
7. you not your bath as yet ? (take)
8. I not my lesson. (revise)
9. We not from Rajni for the last four months. (hear)

10. She in Delhi for eight years. (live)

d.) Present Perfect Continuous Tense

Structure: Subject + has/have + been + V1 + ing

Used for: Actions that started in the past and are still happening

Actions that have recently stopped but had a duration

Examples:

1. He has been working since morning.

2. They have been waiting for the bus for an hour.

However, its result is visible in the present, as in—

I have been studying since morning and I am much tired now.

She has been washing the dishes for an hour and her clothes are dirty now.

Note : Since is used for a point of time.

For is used for a period of time.

Exercise 4

Fill in the following blanks with correct tense (present) of the verbs given in brackets :

1. It outside for half an hour. (hail)
2. The storm since 4 O'clock. (howl)
3. I for the bus since morning. (wait)
4. Since when you in this school ? (read)
5. It not since midnight. (rain)
6. She midnight oil for five years. (burn)
7. I for the examination for one year. (prepare)
8. Malaria in this city since July. (rage)
9. How long you for me ? (wait)
10. The washerman our clothes since 1985. (wash)

2. Past Tense (talks about actions that happened before)

a.) Simple Past Tense

Structure: Subject + V2 (past form of verb)

Used for: Completed actions in the past

Past habits or events

Examples:

1. She visited Paris last year.

2. We watched a movie yesterday.

Exercise 5

Fill in the following blanks with correct tense of the verbs given

1. I your letter this morning. (receive)
2. How many deer you in the zoo ? (see)
3. My father a new house last month. (busy)
4. Prices by forty per cent last year. (rise)
5. Columbus America. (discover)
6. Thousands of people their lives in the earthquake. (lose)

7. Gangu ten rupees from me. (borrow)
8. When you from Allahabad ? (return)
9. I to her house on foot. (go)
10. A thief into our garage last night. (break)

b.) Past Continuous Tense

Structure: Subject + was/were + V1 + ing

Used for: Actions happening at a specific time in the past

Interrupted past actions

Examples:

1. I was studying when the phone rang.
2. They were playing football at 5 PM yesterday.

Exercise 6

Fill in the following blanks with correct tense of the verbs given Tense)

1. The baby in the room.(weep)
2. Children a noise in the class.(make)
3. Why you at her ? (look)
4. We saw the aeroplane while it(take off)
5. The students their morning prayer when I reached their school.(say)
6. I my beard when the telephone bell rang.(shave)
7. My mother when I returned home.(sleep)
8. The old lady the Gita when the guests arrived. (read)
9. Mother tea for us when the school bus homed. (prepare)
10. She found that the baby bitterly. (cry)

c.) Past Perfect Tense

Structure: Subject + had + V3

Used for: Actions completed before another past action

Examples:

1. She had already left before I arrived.
2. He had finished his work before the meeting started.

Exercise 7

Fill in the following blanks with correct tense of the verbs given in brackets. (Past Tense)

1. Mohan already his breakfast. (take)
2. If she for the examination she would not have failed. (prepare)
3. The bell before I reached the school. (go)
4. The patient before the doctor arrived. (die)
5. She not the place before her husband permitted her. (leave)
6. the child before his mother returned from office ? (sleep)
7. The rain when we stepped out of our house. (stop)
8. If you her, she would have got first division. (help)
9. The cinema show when I reached the hall. (start)
10. If she a bus, she would have caught the train. (board)

d.) Past Perfect Continuous Tense

Structure: Subject + had + been + V1 + ing

Used for: Actions continuing for some time before another past action.

Examples:

1. She had been studying for two hours before the exam started.
2. They had been waiting for the bus when it finally arrived.

Exercise 8

Fill in the following blanks with correct tense of the verbs given in brackets (Past Tense).

1. She hard since December. (study)
2. Sarla her lover for many years. (be fool)
3. How long the two neighbours when a third one joined them ? (quarrel)
4. I for four hours when you knocked at my door. (sleep)
5. Tenzing to climb Everest for many years before he succeeded in his mission. (try)

3. Future Tense (talks about actions that will happen)

a.) Simple Future Tense

Structure: Subject + will/shall + V1

Used for: Predictions

Promises or future actions

Examples:

1. She will call you tomorrow.
2. It will rain tonight.

b.) Future Continuous Tense

Structure: Subject + will be + V1 + ing

Used for: Actions that will be happening at a specific time in the future

Examples:

1. I will be watching TV at 8 PM.
2. She will be traveling to London next week.

c.) Future Perfect Tense

Structure: Subject + will have + V3

Used for: Actions that will be completed by a certain time in the future

Examples:

1. By 10 PM, I will have finished my homework.
2. She will have reached home by noon.

Exercise 9

Fill in the following blanks with correct tense of the verbs given in brackets.

1. The picture by the time we reach the hall. (start)
2. you your studies by 2009 ? (finish)
3. The farmers not the harvest before September. (reap)
4. I exercise before the sun rises. (take)
5. He his lesson by next week. (learn)

d.) Future Perfect Continuous Tense

Structure: Subject + will have been + V1 + ing

Used for: Actions continuing for a duration up to a certain point in the future

Examples:

1. By next year, he will have been working here for five years.
2. She will have been studying for three hours by 6 PM.

12 Tense chart

| Tense | Present | Past | Future |
|---------------------------|---------------------|---------------------|---------------------------|
| Simple | He writes | He wrote | He will write |
| Continuous | He is writing | He was writing | He will be writing |
| Perfect | He has written | He had written | He will have written |
| Perfect Continuous | He has been writing | He had been writing | He will have been writing |

Exercise 1 – Identify the type of tenses in the following sentences:

1. Damon drinks coffee every morning.
2. The boy got up late and missed the bus.
3. My mother goes to pray in the temple.
4. The team is playing very well.
5. The school will be closed for winter break.
6. Leonard graduated from college last year.
7. The baby has eaten all the chips.
8. Have you read Pride and Prejudice?
9. The train has just left the station.
10. The sick child has been sleeping for three hours.
11. They have known each other for a long time.
12. Sam was going to school.
13. When I went there, Bucky was playing video games.
14. The workers have been working on the building for a long time.
15. Penny had done her homework when her parents came back.
16. Mr Arnold had been writing his last book for four months.
17. I will move to Delhi soon.
18. Mr Samuel will be staying in New York next week.
19. Beverly will have left before you arrive to see her.
20. Mr Peter will have been teaching for twelve years next month.

Exercise 2 – Change the tenses of the given sentences as directed:

1. The boy speaks the truth. (Present Continuous Tense)
2. Mr Cooper has spoken about Dinosaurs. (Present Perfect Continuous Tense)
3. The boat sailed yesterday. (Simple Present Tense)
4. Amy went to school yesterday. (Future Continuous Tense)
5. The baby cried for hours. (Present Perfect Continuous Tense)
6. Robert ate all the cookies. (Present Perfect Tense)
7. I have finished my assignment. (Past Perfect Tense)
8. Mr Bert had taught for five years. (Past Perfect Continuous Tense).
9. Dev saw the Prime Minister yesterday. (Future Continuous Tense)
10. Priya shall finish her stitching by then. (Future Perfect Tense)

Chapter 5:

Determiner

Determiners:

Determiners are one of the nine parts of speech. ‘Determiner’ is a word used before a noun to indicate which things or people we are talking about.

Determiners are words that indicate or refers to a noun.

They can refer to a noun in the following ways-

The number of people, things or other nouns : for example, some people, no sugar, few birds, etc.

Possessive : for example, **my** school, **your** book , **his** father, etc.

Someone or something specific: for example, **the** candle, **the** person, **the** horse, etc.

Someone or something not specific: for example, **a** boy ,**any** group, etc.

Types of Determiners

There are different types of determiners .The types of determiner depends on the types of noun.

Singular noun Always need a determiner, for example: We don't say

'Book is mine.' Rather we say 'This book is mine'.

The determiner is optional for **plural nouns**.

Examples : We can say 'The children are playing football'. Or make a general statement saying 'Children are playing football'.

Read the following sentences.

1. I want **a** glass of water.
 2. **This** book is mine.
 3. They are **my** neighbours
 4. **Whose** pen is this?
 5. Nicky has **two** chocolates.
- In these sentences **a**, **this**, **my** ,**whose**, and **two** are determiners.
 - They are used to clarify or restrict the meaning of the noun.

Some determiners used in the English language are :

Articles – a, an, the

Possessive Adjectives– my, our, your , his, her, its, their

Demonstrative Adjectives – this, that, these, those, etc.

Interrogative Adjective-which ,what ,whose

Quantifiers- few ,a few ,any ,some ,each ,every ,many ,much , little ,etc.

Cardinal Numbers – one, two, three ,ten, twenty, etc.

Ordinal Numbers- first, second, third,etc.

Determiners vs pronouns

Determiners are different from pronouns. Determiner is always followed by a noun.

This is **my** pen. (**determiner**)

This pen is **mine**. (**Pronoun**)

Exercises

A.Fill in the blanks with suitable determiners:

1. Have you ever seen _____ lion?

2. She is _____ intelligent girl.
3. Is this _____ cinema hall?
4. _____ Sun rises from the East.
5. Mental health plays _____ important role in overall well being.
6. He is _____ man of good ethics.
7. Radha will go to _____ salon around 1 pm.
8. There isn't _____ bus stand nearby.
9. We went to see _____ Trade Fair.
10. _____ apple a day keeps the doctor away.

B. Fill in the blanks with suitable determiners:

Since March 8, 1990, Women's Day has been observed by SAARC (South Asian Association for Regional Cooperation) comprising seven countries namely India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and Maldives. 1. _____ day is celebrated to highlight the problems of 2. _____ girl child in these countries. It is very sad that girl children are subjected to extreme neglect and disrespect, especially in underdeveloped countries. The birth of a girl child is seen by parents as 3. _____ cause of pity. They are deprived of proper nutrition, education, economic opportunities and social status or respect. We must eliminate these prejudices and provide 4. _____ bright future for girls by educating them.

C.Fill in the blanks with suitable determiners:

Training in 1. _____ specific branch of applied science, such as engineering, agriculture, weaving, spinning, etc., is considered technical education. It contrasts with liberal education which aims to impart general knowledge of arts and sciences. In the modern era, technical education is extremely important. Today, a country's prosperity is determined by its industrial development. 2. _____ more advanced the country is in industry, the more prosperous 3. _____ country is. Technical knowledge is now 4. _____ backbone of industrial progress, which holds 5. _____ key to national prosperity.

D.Fill in the blanks with suitable determiners:

The "Balanced Diet" is a diet that contains all of 1. _____ necessary ingredients in nearly the required quantity. A balanced diet is one that contributes to 2. _____ maintenance or improvement of overall health. We should eat a well-balanced diet that includes liquids, adequate proteins, essential fatty acids, vitamins, minerals, and calories. To maintain 3. _____ healthy body, we must eat fresh fruits, salad, green leafy vegetables, milk, egg, yoghurt, and so on on a regular basis. We need iron, calcium, sodium, potassium, and trace amounts of iodine, copper, and other minerals. Milk is possibly 4. _____ only single item that can be considered 5. _____ balanced diet in and of itself.

Chapter 6:

Modal

What Are Modal Verbs?

Modal verbs are helping verbs that are used along with main verbs to represent the ability, possibility and probability of a subject to do an action and emphasise the necessity of an action.

Here is a **list of commonly used modals**—

- can
- could
- shall
- should
- will
- may
- might
- ought to
- would
- need to

Examples of Modal Verbs

Let us look at some examples of modal verbs used as [auxiliary verbs](#) and their functions.

| Modal Verb | Function |
|------------|---|
| Can | Used to denote the ability of the subject to perform an action or to request permission to perform an action |
| Could | Used to denote the ability of the subject to perform an action or an offer made by the subject to perform an action |
| May | Used to denote the probability of an action taking place or to request permission to perform an action |
| Might | Used to denote the probability of an action taking place or to make suggestions |

| | |
|----------|--|
| Will | Used to denote the surety of an action taking place or the assurance of the subject to perform a particular action |
| Would | Used to show politeness when requesting or asking if an action can be done by the subject. |
| Shall | Used to denote the surety of an action taking place or the assurance of the subject to perform a particular action |
| Should | Used to denote the necessity of an action to be done by the subject |
| Must | Used to denote the strong obligation or necessity for the subject to do or not do an action |
| Ought to | Used to denote the obligation of the subject to perform a particular action |

How to Use Modal Verbs in Sentences

Given below are a few examples of how modal verbs can be used to indicate the possibility or probability of an action taking place.

- It **might** rain in the evening.
- I think they **will** reach Coimbatore by 8 pm.
- **Can** you pick up my brother from school on your way home tomorrow?
- I **could** make some time to help you with your assignments.
- Your friends **may** come to visit you next week.
- It **would** not be possible for you to complete all of it by tomorrow evening.

Here are some examples of modal verbs being used to show the necessity and obligation of the subject to perform a particular set of actions.

- All students of this institution **ought to** abide by the rules and instructions provided.
- All employees **should** follow the dress code strictly.
- You **must** get yourself checked before the situation becomes worse.
- Your sister **will have** to apply for a leave request if she wants to take a month's leave.

Modal verbs can be used to make offers, suggestions and requests. Check out the examples given below for know-how.

- It **would** be better if you did it the other way.

- I **could** help you if you want.
- **Shall** I bring you some water to drink?
- **Could** you please pass me the science record?
- **Will** you please take care of my son for an hour? I have some grocery shopping to be done.

How to Use Modal Verbs?

We should use the correct form of verbs with modal auxiliaries. If we do not do that, the sense of these words may lose. Then it will become just a dangling and senseless sentence. The right way to use these verbs are:

- Modal verbs come before the main verb
- Most of the time infinitive form of verb is used with the modal verb

Most of these describe hypothetical or present situations. This is how to use modal auxiliary verbs in present sentences:

For Present Tenses:

With the present indefinite, it is quite simple. Add

[subject] + [modal verb] + [main verb]

For example

I can talk.

- Present Continuous uses -ing with the main verb. The structure of it can be [modal verb] + be + [first form of verb with -ing]

Example:

I should be leaving for Canada

Present Perfect:

- We use 'have' with modal verb instead of having infinitive form of the main verb in present continuous tenses.

[modal verb] + have + [past participle]

Example:

- I might have stayed a little longer in my town

For Past Tenses:

Simple past tenses use will or can most often. Both of them use their past form i.e., could and would. We use the infinitive form of verb in these sentences.

For example:

- I could talk to parrots in childhood
- During vacations, I would face homesickness.

Past Continuous: In this type, we can still only use the past form of can and will. Its structure can be:

[modal verb] + be + [verb with -ing form]

- I would be eating food
- I could be reading my favorite book

For Future Tenses

Future tenses already use modal verbs. 'Will' is a modal verb and most future tenses include it.

We can use other modal auxiliaries as well in the future tense. For that, you will have to remove 'will' and simply use infinitive form of main verb with the modal verb.

[Modal verb] + to + [main verb]

Examples:

- Will I see you next month?
- I can watch a movie tomorrow
- Should I go to study abroad?

Exercises

A. Fill in the blanks with the correct modals.

1. I ___ arrange the flowers for the bouquet. (may/can)
2. ___ I borrow this pen from you? (may/might)
3. The teacher ___ ask you to bring the homework. (might/can)
4. According to the weather forecast, it ___ snow heavily tomorrow. (may/shall)
5. Raj hasn't studied well. He ___ fail his exam. (might/shall)
6. You ___ follow the traffic rules. (may/must)
7. It ___ be difficult to live amidst war. (should/must)
8. My mother ___ scold me if I don't go back on time. (will/may)
9. We ___ take care of our parents. (ought to/ could)
10. I ___ visit the local grocery store soon. (shall/can)
11. You ___ be punctual. (should/ought)
12. One ___ repay all their debts. (must/ought to)
13. ___ you show me the road to the market? (could/might)
14. The child ___ be taken to hospital immediately. (must/might)
15. ___ you have hot chocolate? (shall/will)

B. Identify the modal verb in the following sentences

1. My teacher (can/must) speak four languages.
2. (May/should) I use your mobile to call my mother?
3. You (must/could) not speak loudly in the hospital.
4. I (could/must) use a little help in packing all these clothes.
5. Madam (could/may) you repeat what you said?
6. I (can/might) not be able to make it tonight.
7. Sheldon (ought to/must) study more if he wants to pass the test.
8. (Can/May) you come to the prom with me?
9. My parents (shall/ought to) arrive soon.
10. I (could/must) be late as I have a lot on my plate.
11. Leonard (can/may) easily solve the problem.
12. It (might/should) rain tomorrow.
13. (May/might) all your wishes come true in life.
14. I (could/might) not be any happier.

C.Fill in the blanks with the appropriate modal verb in the following sentences:

1. _____ you be able to bring your camera when you come?
2. Priya _____ apologise for the confusion that was caused yesterday because of her carelessness.
3. You _____ finish this first and then start with the other one.
4. _____ I make some tea for you?
5. I _____ make sure to keep everything ready by the time they reach the railway station.
6. You _____ see to it that the students are standing according to their roll numbers.
7. _____ I come in?
8. She _____ find it interesting as she likes reading adventure stories.
9. Do you have any idea how much all of this _____ cost?
10. _____ you please help me find my keys?

Chapter 7: Adverbs

What Is an Adverb?

Like an [adjective](#) gives us more information about the [noun](#) in a sentence, an adverb is used to provide more information about the [verb](#) or the action in the sentence. It also has the property of describing the adjective or another adverb.



Definition of Adverb

An adverb is a word that modifies the meaning of a verb or an adjective or another adverb, e.g.

1. Mandy is a **very** careful driver.
2. Mandy drives **carefully**.
3. Mandy drives **very** carefully.

In sentence (1), the word 'very' modifies the meaning of the adjective 'careful'.

In sentence (2), the word 'carefully' modifies the meaning of the verb 'drives'.

In sentence (3), the word 'very' modifies the meaning of another adverb 'carefully'.

Formation of Adverb

In most cases, an adverb is formed by adding -ly to an adjective

| Adjective | Adverb |
|-----------|---------|
| Cheap | cheaply |
| Quick | quickly |
| Slow | slowly |

If the adjective ends in -y, replace the y with i and add -ly

| Adjective | Adverb |
|-----------|---------|
| Easy | easily |
| Angry | angrily |
| Happy | happily |
| Lucky | luckily |

If the adjective ends in -able, -ible, or -le, replace the -e with -y.

| Adjective | Adverb |
|-----------|----------|
| Probable | probably |
| Terrible | terribly |
| Gentle | gently |

If the adjective ends in -ic, add -ally. Exception: public -> publicly

| Adjective | Adverb |
|-----------|--------------|
| Basic | basically |
| Tragic | tragically |
| Economic | economically |

Some adverbs have the same form as the adjective: early, fast, hard, high, late, near, straight, & wrong

Examples

1. It is a fast car.
2. He drives very fast.
3. This is a hard exercise.
4. He works hard.
5. We saw many high buildings.
6. The bird flew high in the sky.

Well is the adverb that corresponds to the adjective good.

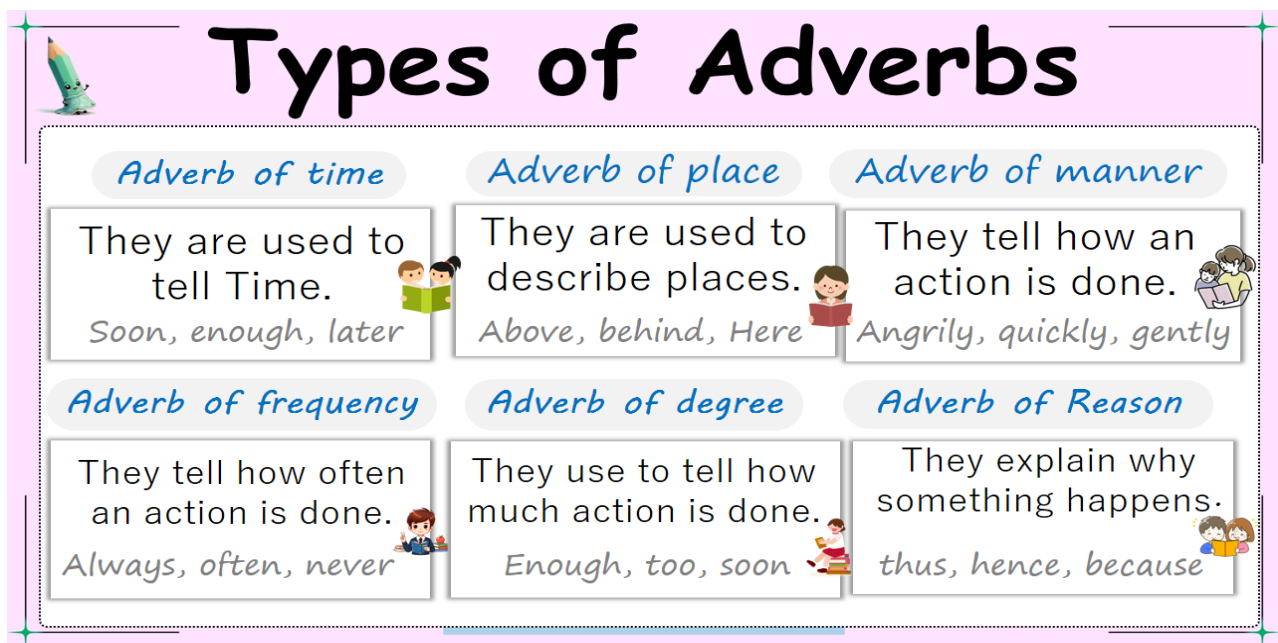
Examples

1. He is a good student.
2. He studies well.
3. She is a good pianist.
4. She plays the piano well.
5. They are good swimmers.
6. They swim well.

Types of Adverbs

Adverbs are categorised into different types according to their functions when used in a sentence. Given below are the different types of adverbs.

- Adverbs of Manner
- Adverbs of Time
- Adverbs of Place
- Adverbs of Frequency
- Adverbs of Degree
- Conjunctive Adverbs



Types of Adverbs

The different types of adverbs are given below.

1.Simple Adverbs

(i) Adverbs of Manner

They tell us how or in what manner an action takes place.

e.g.

1. He is persistently making efforts to crack the exam.
2. The teachers and mentors are working hard on the project.
3. Amrita speaks English fluently.

(ii) Adverbs of Time

They tell us when the action took place.

e.g.

1. I went for a movie yesterday.
2. Rick finishes all his tasks early.
3. They will rehearse for the show tonight.

(iii) Adverbs of Place

They tell us where an action takes place.

e.g.

1. Arjun searched for water everywhere but he didn't find it anywhere.
2. Come here at once!
3. She took the lady inside.

(iv) Adverbs of Frequency

They tell us how often an action takes place,

e.g.

1. Jeet practices violin regularly.
2. Neil frequently makes such a comment.
3. Ninad will come again.

(v) Adverbs of Degree

They tell us about the extent or degree of a quality or an action.

e.g.

1. Shahista was a very beautiful girl.
2. The boys have danced fantastically well.
3. You should not be too careful about your attire.

(vi) Adverbs of Reason

They answer the question, ' why an action took place'.

e.g.

1. Sudha has been shortlisted. Hence she has to prepare for the final round.
2. She has become weak. So she should have a proper diet.

2. Interrogative Adverbs

The words used to ask questions are interrogative adverbs.

e.g.

1. Where do you live? (Place)

2. When will Sara be back? (Time)
3. Why were you absent? (Reason)
4. How is she going to do this? (Manner)
5. How much effort does it require? (Degree)
6. How many siblings do you have? (Number)

3. Relative Adverbs

Adverbs that are used to join two sentences or two clauses. Relative adverbs indicate their antecedents in the process of joining.

1. This is the place where he was born.
2. Nobody knows the reason why Amit behaved that way.
3. Can you tell me the time when the manager may come?

Comparative and superlative adverbs

1. With adverbs ending in -ly, you must use more to form the comparative, and most to form the superlative.

| Adverb | Comparative | Superlative |
|-----------|----------------|----------------|
| Quietly | more quietly | most quietly |
| Slowly | more slowly | most slowly |
| Seriously | more seriously | most seriously |

Examples

- The teacher spoke more slowly to help us to understand.
- Could you sing more quietly please?

2. With short adverbs that do not end in -ly comparative and superlative forms are identical to adjectives: add -er to form the comparative and -est to form the superlative. If the adverb ends in e, remove it before adding the ending.

| Adverb | Comparative | Superlative |
|--------|-------------|-------------|
| Hard | harder | hardest |
| Fast | faster | fastest |
| Late | later | latest |

Examples

- Jim works harder than his brother.
- Everyone in the race ran fast, but John ran the fastest of all.

3. Some adverbs have irregular comparative and superlative forms.

| Adverb | Comparative | Superlative |
|--------|-------------|-------------|
| Badly | worse | worst |
| Little | less | least |
| Well | better | best |

Examples

- The little boy ran farther than his friends.
- You're driving worse today than yesterday !
- He played the best of any player.

How Adverbs are Used in Sentences

Unlike other [parts of speech](#), adverbs can be placed at any part of the sentence (beginning, middle or end), and make complete sense without sounding absurd. Another characteristic is that multiple adverbs can be used in a sentence. Have a look at the following examples to have a clear understanding of the same.

- I was planning to go to the supermarket to buy some groceries. **However**, I did not find the time to go. So I ordered online.
- My mom did not cook breakfast today. **Therefore**, we ended up making noodles for everyone.
- **Normally**, we go to church on Sundays.
- Don't you think the coffee is **too** sweet?
- Do not worry. You will **gradually** learn how to do it.
- The song I was listening to **yesterday** was **very** soothing.
- He kept talking to me for such a long time but I **barely** knew him.
- It is **extremely** hot outside **today**.
- How **often** do you work out?
- Can I come home **tomorrow**?

Exercise

A. Identify the most suitable adverb from the list given below and use them to complete the following sentences.

(slightly, too, very, anywhere, instantly, quarterly, soon, never, rarely, seldom, monthly, extremely, seriously, sometimes, weekly)

1. The weather here is _____ cold.
2. I am _____ sorry for the delay.
3. You will receive an OTP and on entering it, your account will be _____ activated.
4. The journal is published _____.
5. Can you please finish it _____ so that I can use the table.
6. She _____ goes to the salon.
7. Oshin did not find the blue file _____.
8. _____, I like to go on a trip alone just to clear my mind and have a break from this busy schedule.
9. This seems to be _____ absurd.
10. The teacher asked her students to take the project _____ as it would be considered for internal marks.

B. Identify the adverb in each of the following sentences.

1. They spoke loudly.
2. I am highly impressed with her presentation.
3. She looked quite nervous.
4. Radha works diligently in order to get promoted.
5. Fox is often believed to be cunning animal,
6. Barking dogs seldom bite. ‘
7. Earlier, they used to travel in their car.
8. The birds were chirping merrily.
9. I sometimes go for a walk in the park.
10. He never came to my place to visit me.

C. Use appropriate adverbs of degree (a bit, a little, very, extremely or pretty) according to the context of the sentences given below.

1. I am ..’... tired. But I will definitely try to come with you.

2. I am not able to make out the answer. It is..... confusing.
3. The boy found the girl ugly and disagreed to marry her.
4. The arrangements of the birthday party were nice. One could not help, but appreciate them.
5. We can think of some other place. This one is.....boring
6. The paintings and carvings at Ajintha and Verul are..... beautiful.
7. The audience were..... spell bound. They liked the speech..... much.
8. He slowed down the speed that he might not meet with an accident.
9. This building is..... It look like a haunted place now.
10. She sings..... She can try her hand at singing.

D. Make sentences of your own using the following adverbs.

1. Surely
2. Nicely
3. Completely
4. Too
5. Secretly
6. Seriously
7. Well
8. Perhaps
9. Always

E. Fill in the blanks by choosing the appropriate adverbs.

1. I have heard this
(a) now
(b) before
(c) never
(d) since
2. I have told you
(a) never
(b) twice
(c) seldom
(d) fully

3. This story is written

- (a) surely
- (b) certainly
- (c) well
- (d) once

4. She sings

- (a) delighted
- (b) delightfully
- (c) already
- (d) never

Chapter 8: Active and Passive Voice

Active Voice

The **active voice**, in a sentence, denotes that the **noun** or **pronoun** that acts as the subject in the sentence is the doer of the action. In other words, the subject performs the action or acts upon the verb.

In active voice, the subject (doer) comes first, followed by the verb, and then the object (receiver).

Structure: Subject + Verb + Object

Example: The **dog** (subject) chased (verb) the **ball** (object).

The **dog** is doing the action of chasing.

Passive Voice

In passive voice, the subject of the sentence receives the action instead of performing it. The focus is shifted from the doer (subject) to the receiver of the action.

Structure: Object + Verb + Subject

Example: The **ball** (subject) was chased (verb) by the **dog**.

Rules for Changing Active to Passive Voice:

General Rules:

Replace the subject by the object

Change of voice from Active to Passive depends on the tense of the verb. The passive voice is formed in this way.

Note: The sentence in the following tenses **cannot** be changed into Passive Voice:

1.Future Continuous

| Tense | Active Voice Structure | Passive Voice Structure | Active Voice Example | Passive Voice Example |
|---------------------------|--|--|---------------------------------|---|
| Present Simple | Subject + Verb + Object | Object + is/are/am + past participle + by + Subject | Ria writes a letter. | A letter is written by Ria. |
| Present Continuous | Subject + is/am/are + verb-ing + Object | Object + is/am/are + being + past participle + by + Subject | Ria is writing a letter. | A letter is being written by Ria. |
| Present Perfect | Subject + has/have + past participle + Object | Object + has/have been + past participle + by + Subject | Ria has written a letter. | A letter has been written by Ria. |
| Past Simple | Subject + verb (2nd form) + Object | Object + was/were + past participle + by + Subject | Ria wrote a letter. | A letter was written by Ria. |
| Past Continuous | Subject + was/were + verb-ing + Object | Object + was/were + being + past participle + by + Subject | Ria was writing a letter | A letter was being written by Ria. |
| Past Perfect | Subject + had + past participle + Object | Object + had been + past participle + by + Subject | Ria had written a letter. | A letter had been written by Ria. |
| Future Simple | Subject + will/shall + verb + Object | Object + will/shall be + past participle + by + Subject | Ria will write a letter. | A letter will be written by Ria. |
| Future Perfect | Subject + will/shall + have + past participle + Object | Object + will/shall have been + past participle + by + Subject | Ria will have written a letter. | A letter will have been written by Ria. |

2.Present Perfect Continuous

- 3.Past Perfect Continuous
- 4.Future Perfect Continuous

If the subject is a Pronoun, change it as follows:

Change of Pronouns

| Active Voice | Passive Voice |
|--------------|---------------|
| I | Me |
| We | Us |
| He | Him |
| She | Her |
| They | Them |
| It | It |

A. Change the following into passive voice

- 1.The postman delivers letters.
- 2.Saina Nehwal plays badminton.
- 3.Children are enjoying the party.
- 4.The peon is not ringing the bell.
- 5.She has broken these cups.
- 6.Some robbers have looted a bank.
- 7.My sister wrote this poem.
- 8.The Prime Minister laid the foundation stone.
- 9.The doctor was examining the patients
- 10.She had already filed a complaint.
- 11.She had not submitted her application.
- 12.The school will organize a sports meet next month.
- 13.We shall visit the museum tomorrow.
- 14.I shall have read the entire book by then.
- 15.The court will have sentenced the culprit.

Change of Imperative Sentences

Formation of Passive Voice from Imperative Sentence is as follows:

Let+ Object+ be+ third form of verb

| Active Voice | Passive Voice |
|----------------------------|----------------------------------|
| 1. Speak the truth. | 1. Let the truth be spoken. |
| 2. Open the door. | 2. Let the door be opened. |
| 3. Do not insult the poor. | 3. Let the poor not be insulted. |

B. Convert the following Imperative sentence into Passive voice:

- 1.Please bring some water.
- 2.Respect your elders
- 3.Please solve this sum.
- 4.Wash your hands properly.
- 5.Water the plants, please.

6. Do not tease the dog.

Chapter 9:

PREPOSITION

A preposition is a word placed before a noun or pronoun to show its relation to some other word in the same sentence.

For example:

1. There is a cat **behind** the wall.

2. This bag is **full of** money

In sentence 1, preposition **behind** shows the relation between **the cat** and **the wall**.

In sentence 2, preposition **of** shows the relation between money (noun) and full (adjective).

Relations expressed by Preposition:

The following are some of the most common relations indicated by Prepositions:

1. Place

These prepositions show the location of something or someone

Example:

1. He walked **across** the field.

2. We took shelter **under** the oak tree.

3. He sat **beside** me.

2. **Time:** These prepositions express time relationships between different events.

Example:

1. We left **at** 2 o' clock.

2. I prefer coffee **in** the morning.

3. He arrived **before** me.

3. Agency, Instrumentality:

Agency: These prepositions show who or what is responsible for an action.

Example:

1. The book was written **by** J.K. Rowling.

2. I heard the news **through** a friend.

3. The decision was made **by** the committee.

Instrumentality: Instrumentality shows the **means or tool** by which an action is performed. It indicates **how** something is done or what is used to perform the action.

Examples:

1. She cut the paper **with** scissors.

2. They painted the picture **with** oil paints.

3. She wrote the letter **with** a pen.

4. Manner:

It refers to the way in which an action is performed or the way something happens.

Prepositions of manner describe **how** an action is carried out.

Examples:

1. She improved her skills **by** practicing every day.
2. Indian soldiers fought **with** courage.
3. Our team won **with** ease.

5. Possession:

It shows **ownership** or **relationship** between things, indicating who owns or possesses something.

Examples:

1. I met a girl with red hair.
2. The pages **of** the book are torn.
3. He is a man **of** means.

The following Prepositions require special notice:

1. In, At:

We use 'in' when we are talking about a place as an area. We use 'at' when we see it as a point.

We stayed **in** Agra for six days.

We stopped **at** Agra on the way to Delhi.

2. Beside, Besides

Beside means by side of /at, while **besides** means in addition to.

He was sitting **beside** me.

Besides him, there are four members in the family.

3. By, With

With often denotes the instruments and **by** the agent.

He was shot **by** a terrorist **with** a gun.

4. Between, Among

Between is used with two persons or things, **Among** with more than two.

The gangsters quarreled **among** themselves.

Divide this cupcake **between** these two boys.

5. In, Into

In is used in speaking things at rest, **into** is used when things are in motion.

He is lying **in** bed.

The battalion marched **into** the field.

A. Fill in the blanks with suitable Prepositions. You may repeat some of the words in certain cases.

1. The driver was fined _____ rash driving.
2. What are you thinking _____?
3. I like stories _____ happy endings.

4. I have written an interesting book, _____ the problems of the teenagers.

5. Do you go _____ school by school bus? No, _____ foot.

6. I need _____ least a fortnight to revise my lessons.

7. The situation is now fully _____ control.

8. This road has been _____ repair _____ three months.

9. I am afraid of going out alone _____ night.

10. I am sure to succeed _____ the long run.

11. The fire was put out _____ the fireman _____ water.

12. I am satisfied _____ your work.

13. Can you translate this passage _____ English _____ Hindi?

14. Why did you take this toy _____ the child?

15. I'm sorry, I haven't learnt the poem _____ heart.

B. Correct the following sentences by using right prepositions.

1. I saw Ramya at last week.

2. He excels to teaching.

3. My mother is angry for the girl.

4. I reached in the station safely.

5. Venky has a great thirst of knowledge.

C. Rewrite these sentences by inserting the Prepositions given in the brackets in the correct places.

1. Arun is anxious his approaching exams. (about)

2. The boat sailed the river. (down)

3. We climbed the hill slowly. (up)

4. Virender did not abide his promise to return the book on time. (by)

5. Grandpa carried a handbag his arm. (under)

Chapter 10: **CONJUNCTION**

A conjunction is a word which joins together sentences and sometimes words.

Read the following sentences:

I like chocolates **and** pastries.

He tried hard **but** could not succeed.

She must eat **or** she will die.

In the given sentences words and, or and but are conjunctions

Kinds of Conjunctions:

1. Coordinate Conjunction

2. Subordinate Conjunction

3. Correlative Conjunction

1. Coordinate Conjunction

A conjunction that joins two sentences of equal rank or value is called coordinating conjunctions.

The chief coordinating conjunctions are:

For, and, nor, but, or, yet, so

Example: She must eat **or** she will die.

Coordinating conjunctions are of four kinds:

1. Cumulative: which merely adds one statement to another as,
Ram **as well as** Mohan was present there
2. Adversative: which express opposition or contrast between two statements as,
The man is poor, **but** he is honest.
I was annoyed, still I kept quiet.
3. Alternative: which expresses a choice between two alternatives as,
She must weep **or** she will die.
Walk quickly, **else** you will be late.
4. Illative: which expresses a result, consequence, or conclusion
I told them to leave **for** I was very tired.

Subordinate Conjunction:

A Subordinate Conjunction joins a clause to another on which it depends for its full meaning.

□ **Time** indicating when something happens:

When, While, Before, After, Since, Until, As soon as, Whenever

Examples:

I will call you **when** I get home.

We were talking **while** she was preparing dinner.

□ **Reason or Cause**: indicating why something happens

Because, Since, As, For

Examples:

He stayed home **because** he was feeling sick.

Since it was raining, we canceled the picnic.

□ **Purpose**: indicating the reason for doing something

So that, In order that, For the purpose of

Examples:

She is studying hard **so that** she can pass the exam.

He left early **in order that** he could catch the train.

□ **Condition**: indicating a condition that must be fulfilled

If, Unless, In case

Examples:

I will help you **if** you ask me.

You can't go out **unless** you finish your homework.

□ **Concession**: indicating contrast or an unexpected outcome

Although, Though, Even though, Despite the fact that, While

Examples:

Although he was tired, he finished the work.

Even though it was raining, they went for a walk.

□ **Comparison** indicating similarity or difference

As, Than, Like

Examples:

She sings **as** beautifully **as** her sister.

He is taller **than** his brother.

□ **Result or Consequence** (indicating the result or effect of an action):

So that, Therefore, As a result, Thus, Hence

Examples:

She was tired, **so** she went to bed early.

He didn't study, **therefore** he failed the test.

Correlative conjunction

Correlative conjunctions are pairs of words that work together to connect parts of a sentence.

Common Correlative Conjunctions:

Both...and

Either...or

Neither...nor

Not only...but also

Whether...or

Examples:

1. Both...and:

She is **both smart and hardworking**.

2. Either...or:

You can **either** stay home **or** go to the party.

3. Neither...nor:

He is **neither** tall **nor** short.

4. Not only...but also:

She is **not only** a good singer **but also** a talented dancer.

5. Whether...or:

I don't know **whether** he will come **or** not.

A. Fill in the blanks with suitable Conjunctions.

1. Suraj was so tired _____ he could barely stand.

2. Avinash wanted to buy a new bicycle _____ he had no money.

3. I respect my neighbor _____ he is very kind.

4. Wait here _____ I come.

5. Deepak was unhappy _____ he had lost his job.

6. I will help you _____ you tell the truth.

B. Join these sentences using conjunctions given in the brackets.

1. The fuse has blown off. The toaster is not working (as)

2. I threw away the medicines. They had expired. (since)

3. Give full attention to your studies. You will not succeed (unless)

4. The ice cream melted. The freezer was not working (for)

5. The car ran over some nails. The tyres got punctured. (so)

6. They were such irresponsible people that they were never found on their seats.
(such.....that).

Chapter 11:

10. Direct and Indirect Speech

Direct Speech

Direct speech, also known as quoted speech, is a way of reporting someone's exact words. It involves placing the spoken words within quotation marks.

Examples of Direct Speech

1. "I'm going to the store," said John.
2. "Don't forget to bring your umbrella," she reminded him.
3. "I love reading books," exclaimed Emily.

Indirect Speech

Indirect speech, also known as reported speech, is a way of reporting someone's words without using their exact words. It involves paraphrasing or summarizing what the person said.

Examples of Indirect Speech

1. John said he was going to the store.
2. She reminded him not to forget his umbrella.
3. Emily exclaimed that she loved reading books.

Key Differences Between Direct and Indirect Speech

1. Quotation marks: Direct speech uses quotation marks to set off the spoken words, while indirect speech does not.
2. Exact words: Direct speech reports the exact words spoken, while indirect speech paraphrases or summarizes the words.
3. Verb tense: Indirect speech often requires a change in verb tense, while direct speech does not.

General Rules for changing Direct speech to indirect speech.

1. Inverted commas are removed
2. The use of conjunction 'that' is optional
3. Pronouns are changed
4. words of nearness become words of distance
5. Verbs(auxiliary) are changed
6. Change in tense

#Change of Pronouns in Indirect speech

I become he ,she

My/ his her

Me him, her

Mine his, Her's

Your my, our, her, his

We they

Our their

Ours theirs

This that

These those

You he, she

Myself himself, herself

Us them, we

Name him, her

#Words of nearness become words of distance in Indirect speech

Here-- there

Now-- then, at once, at that time

Thus-- so

Just-- then

Ago-c before

Come-- go

Today-- that day
Tonight-- that night
Last night-- previous night
Yesterday-- the day before, the previous day
Tomorrow-- the day after, the following day
Next week-- the following week

Verbs(auxiliary) are changed

Can-- could
May-- might
Will-- would
Shall-- should
Is/am-- was
Are-- were
Say-- tell
Says--tells
Said-- told
Will say-- would tell
Have/has-- had

Change in tense in Indirect speech

1.Simple present -Simple past
2.Present continuous -past continuous
3.Present perfect -past perfect
4.Present perfect continuous -past perfect continuous
5.Simple Past -Past perfect/ or no change
6.Past continuous -past perfect/ or no change

Tense will not change:

1.If the reporting verb is in the present tense.

E.g. DS-Vijay says "I am going to the market"
IS-Vijays says that he is going to the market

2.If the reporting verb is in the future tense.

E.g. Helen will say "I am having a dance programme"
Helen will say that she is having a dance programme.

3.If we report the universal truth/proverbs or permeanant facts.

E.g. DS. The teacher said "Earth is a planet"
IDS. The teacher said that the earth is a planet.
DS. He said "Truth cannot be defeated"
IDS. He said that the truth cannot be defeated.

4.When we report something and if the situation has-beens continuing to be the same, then we need not change the verb in to the past tense.

DS. Leema said "I am going to Delhi next month"
IS. Leema said that she is going to Delhi next month.

(Assertive sentence)

Remove quotation marks and exclamatory marks.

Use the conjunction 'that' in the sentence.

| | | |
|---------|---------|---------|
| "Say " | remains | "say " |
| "says " | remains | "says " |

“Said” remains “Said “

“Says to” changes to “tells “

“Said to” changes to “told “

EX. DS-They say “We are brave boys”

IDS-They say that they are brave boys

DS-The servant says “Tea is ready”.

IDS- The servant says that the tea is ready.

DS-She said “I am unwell”.

IDS-She said that she was unwell.

DS-They says to me “We are working very hard”.

Imperative sentence in Indirect speech:

Remove the quotation marks

Use ‘to’ if it’s an affirmative sentence.

Use ‘not to’ if the sentence begin with ‘don’t’

Avoid the word ‘please’

Use the word ‘requested’ instead of ‘said’ or ‘tell’

Don’t use ‘that’ in the sentence

Use reporting verbs like "warned", "advised", "instructed", "cautioned", "prohibited", "recommended", "advised" to introduce the indirect speech.

Change the imperative to infinitive: Change the imperative verb to an infinitive verb (e.g., "be" becomes "to be")

Ex. DS- “Don’t talk in the class” said the teacher to the boys.

IDS. The teacher advised the boys not to talk in the class.

DS. “Son please close this window,” said mother

IDS. Mother requested her son to close that window.

#Interrogative sentence in Indirect Speech

Remove the Quotation marks.

Use ‘if’ or ‘whether’ if the sentence is expecting a yes or no answer.

Use the given interrogative verbs (what, when, where, why who whom, whose, which, how etc) as linking word.

Change the reporting verb ‘say’, ‘said’ into ‘asked’, ‘enquired’, ‘questioned’ etc.

Avoid helping verbs like ‘do’, ‘does’, ‘did’.

Don’t avoid them if they are with ‘not’.

Don’t use ‘that’ in the sentence

EX. DS. “Won’t you help me to carry this box? said I to my friend

IDS-I asked my friend if he would not help me to carry that box.

DS. “Where are you going?” asked dad.

IDS- Dad enquired me where I was going.

#Exclamatory sentence

Change the exclamatory sentence in to a statement.

Remove quotation marks and exclamatory marks

Use the conjunction ‘that’ in the sentence

Avoid the interjection such as ‘oh’, ‘o’, ‘alas’ ‘how’ what’ ‘hurrah’ etc.

Add the word ‘very’ to the adjective if necessary.

If the verb is not given, use 'Be' forms (is, are, am, was, were) in its correct tense according to subject.

Change the reporting verb to exclaimed joyfully, sorrowfully, gladly etc.

Depending on the type of the sentence or the mood of the sentence right word must be used.

Ex.DS. "Oh, what a beautiful flower it is!"! she said.

IDS. She exclaimed gladly that it was a beautiful flower.

DS. "Alas! I have broken my by cell phone" he said.

IDS., He exclaimed sadly that he had broken his cell phone.

The following format could be used for different kind of sentences.

For request- requested to

Exclamation-exclaimed that

For Wish-wished that

For Command-commanded that

For Order-ordered that

For Question-questioned if/whether

For pity-pitied that

For greeting-greeted saying

For desire-desired that

For suggestion suggested that

Exercise 1: Convert Direct Speech to Indirect Speech

1. "I'm going to the movies tonight," said Sarah.
2. "Don't eat that cake," warned my mom.
3. "I love playing tennis," exclaimed John.

Exercise 2:

1. "Wow, this cake is delicious!" exclaimed the guest.
2. "I'm so tired after that long hike!" said the hiker.
3. "What a wonderful surprise!" cried the birthday girl.

Exercise 3:

1. "This is the best day ever!" shouted the child.
2. "I'm so grateful for your help!" said the student.
3. "What a stunning sunset!" exclaimed the photographer.

Exercise 4:

1. "What a fantastic performance!" exclaimed the audience.
2. "I'm so thrilled to be here!" shouted the winner.
3. "What a disaster!" cried the manager.

Exercise 5:

1. "Wow, this is amazing!" exclaimed the child.
2. "I'm so relieved it's over!" said the student.
3. "What a beautiful painting!" cried the art lover.

Exercise 6:

1. "This is the best news ever!" shouted the family.
2. "I'm so grateful for your support!" said the athlete.
3. "What a stunning view!" exclaimed the traveler.

Here are some exercises to practice changing direct to indirect speech for interrogative sentences:

Exercise 1:

1. "What is your name?" asked the teacher.
2. "Where are you going?" asked the friend.
3. "When will you finish your project?" asked the manager.

Exercise 2:

1. "How much does it cost?" asked the customer.
2. "What time is the meeting?" asked the employee.
3. "Who is the author of this book?" asked the student.

Exercise 3:

1. "Why are you late?" asked the teacher.
2. "How many people are coming to the party?" asked the host.
3. "What is the weather like today?" asked the tourist.

Exercise 4:

1. "Can you speak French?" asked the interviewer.
2. "Will you be attending the conference?" asked the organizer.
3. "Have you finished your homework?" asked the parent.

Exercise 5:

1. "Do you like reading books?" asked the librarian.
2. "Are you going to the movies tonight?" asked the friend.
3. "Did you enjoy the concert?" asked the music lover.

Exercise 6:

1. "How long will it take to finish the project?" asked the manager.
2. "What is the deadline for the assignment?" asked the student.
3. "Can you help me with my math homework?" asked the classmate.

Exercise 7:

1. "When is the next meeting?" asked the employee.
2. "How much does the ticket cost?" asked the traveler.
3. "What time does the store close?" asked the customer.

Exercise 8:

1. "Why did you choose this university?" asked the counselor.
2. "How many credits do you need to graduate?" asked the academic advisor.
3. "Can you recommend a good restaurant?" asked the tourist.

Exercise 9:

1. "What is the address of the hotel?" asked the traveler.
2. "How long does it take to get to the airport?" asked the taxi driver.
3. "Can you speak more slowly?" asked the language learner.

B. Integrated Grammar

1.Editing

Instructions:

1. Read the passage carefully and identify the errors.

2. Edit the passage to correct the errors.
3. Rewrite the passage in a clear and concise manner.
4. Check the passage for organization and structure.

Exercise: Editing a Passage

Read the following passage carefully and edit it for:

- Grammar and punctuation
- Spelling and typos
- Clarity and concision
- Organization and structure

Passage:

"The new restaraunt in town is realy good. Me and my friends went ther last night and we had a great time. The food was delishus and the servise was excellent. Our waiter was realy friendly and helpfull. He recomended the speacial of the day which was a delishus pasta dish. We all loved it. I would definately go back ther again.

Answer

"The new restaurant in town is really good. My friends and I went there last night and had a great time. The food was delicious and the service was excellent. Our waiter was friendly and helpful. He recommended the special of the day, a delicious pasta dish. We all loved it. I would definitely go back there again."

Common Errors to Look Out For:

- Spelling mistakes (e.g., "restaraunt" instead of "restaurant")
- Grammatical errors (e.g., "Me and my friends" instead of "My friends and I")
- Punctuation mistakes (e.g., missing or incorrect use of commas)
- Typos (e.g., "ther" instead of "there")
- Lack of clarity and concision (e.g., using simple and concise language)

Passage 1:

"The techer gave us alot of homework last night. Me and my friend's was suprired by the amout of work. We didnt no how we was going to finish it all. But we workd hard and finally finished it."

Passage 2:

"The new movie thats coming out looks realy good. I cant wiat to see it. The trailer looks awsome and the actors are great. I've allready bought my tickets for the premier."

Passage 3:

"The library is one of my favret places to study. Its quiet and peaceful and the librarians are always helpfull. I can always find a good book to read or a quiet spot to study."

Passage 4:

"The companys new product is realy inovative. It's a wearable device that tracks your fitness goals and provides personalized feedback. The design is sleek and modern and the features are amazing."

Passage 5:

"The restaraunt we went to last night was really bad. The servise was slow and the food was cold. The waiter was unfriendly and didnt seem to care about our complaints. We wont be going back ther again."

Common Errors to Look Out For:

- Spelling mistakes (e.g., "techer" instead of "teacher")
- Grammatical errors (e.g., "Me and my friend's" instead of "My friends and I")
- Punctuation mistakes (e.g., missing or incorrect use of commas)
- Typos (e.g., "ther" instead of "there")
- Lack of clarity and concision (e.g., using simple and concise language)

2. Omission

Here are five omission exercises for students, along with answers and explanations:

Exercise 1:Original sentence:

"The teacher gave us a lot of homework last night, and we had to finish it before we went to bed."

Omit the unnecessary words:

Answer: "The teacher gave us a lot of homework last night."

Explanation:

The words "and we had to finish it before we went to bed" are unnecessary because they don't add any important information to the sentence.

Exercise 2:

Original sentence:

"The new restaurant that just opened up downtown is really good, and I highly recommend it to anyone who likes Italian food."

Omit the unnecessary words:

Answer: "The new restaurant downtown is really good."

Explanation:

The words "that just opened up" and "and I highly recommend it to anyone who likes Italian food" are unnecessary because they don't add any important information to the sentence.

Exercise 3:

Original sentence:

"The student who was late to class had to apologize to the teacher and explain why he was late."

Omit the unnecessary words:

Answer: "The student who was late had to apologize."

Explanation:

The words "to class" and "and explain why he was late" are unnecessary because they don't add any important information to the sentence.

Exercise 4:

Original sentence:

"The book that I read last week was really interesting, and it was written by a famous author."

Omit the unnecessary words:

Answer: "The book I read last week was really interesting."

Explanation:

The words "that" and "and it was written by a famous author" are unnecessary because they don't add any important information to the sentence.

Exercise 5:

Original sentence:

"The city where I grew up is really beautiful, and it has a lot of historical landmarks."

Omit the unnecessary words:

Answer: "The city where I grew up is really beautiful."

Explanation:

The words "and it has a lot of historical landmarks" are unnecessary because they don't add any important information to the sentence.

Tips for Students:

- Read the sentence carefully and identify the unnecessary words.
- Omit the words that don't add any important information to the sentence.
- Check the sentence to make sure it still makes sense after omitting the unnecessary words.

Exercise 1: Spot the Errors

Yesterday I went to the park with my friend, Sarah. We has a great time! We play on the swings and slides. Then, we see a group of children playing football. Sarah and me asked if we could join, and they said yes. We run around and laugh a lot. It was a fun day.

Questions:

- * Find and correct the error in the first sentence.
- * Find and correct the error in the second sentence.
- * Find and correct the error in the third sentence.
- * Find and correct the error in the fourth sentence.
- * Find and correct the error in the fifth sentence.

Exercise 2: Choose the Correct Word

Instructions: Choose the correct word from the options given in brackets to complete each sentence.

- * My cat (sleeps/sleep) all day long.
- * They (went/gone) to the beach last summer.
- * She (is/are) a very talented singer.
- * We (eat/ate) pizza for dinner last night.
- * He (has/have) a new bicycle.

Exercise 3: Punctuation Practice

Instructions: Add the missing punctuation marks (commas, periods, question marks, exclamation marks) to the following sentences.

- * What is your name
- * My favorite colors are blue green and purple
- * Wow that is amazing
- * The dog barked loudly
- * Do you like ice cream

Exercise 4: Sentence Combining

Instructions: Combine the two short sentences into one longer sentence using appropriate conjunctions (and, but, or, so, because).

- * I like to read books. My brother likes to play video games.
- * She was tired. She went to bed early.
- * We can go to the park. We can go to the movies.
- * He studied hard for the test. He got a good grade.
- * The cat is black. The cat is white.

Exercise 5: Paragraph Editing

Last week I visit my grandparents. They live in a small village. It is very peaceful there. I help them in the garden. We pick vegetables and fruits. My grandmother cooks delicious meals. I love spending time with them.

Instructions:

- * Correct the verb tense in the first sentence.
- * Correct the subject-verb agreement in the third sentence.
- * Correct the article usage in the fourth sentence.
- * Correct the verb tense in the fifth sentence.

3. Gap filling

Here are some gap-filling exercises suitable for a Class 8 level, focusing on various grammar points. I've included answers and explanations to help students understand the concepts.

Exercise 1: Tenses

Instructions: Fill in the blanks with the correct form of the verb given in brackets.

- * I ____ (visit) my grandparents every summer.
- * She ____ (study) for her exams all night.
- * They ____ (go) to the cinema last weekend.
- * We ____ (eat) dinner when the phone rang.
- * He ____ (finish) his homework by the time I get home.

Exercise 2: Articles

Instructions: Fill in the blanks with a, an, or the where necessary. Put an 'X' if no article is needed.

- * I saw ____ cat sitting on ____ wall.
- * She is ____ honest person.
- * He went to ____ school yesterday.
- * ____ sun is shining brightly.
- * They are playing ____ football.

Exercise 3: Prepositions

Instructions: Fill in the blanks with the correct preposition.

- * The book is ____ the table.
- * She is interested ____ learning new languages.
- * He arrived ____ the airport on time.
- * They are talking ____ their holiday plans.
- * I am looking forward ____ seeing you.

Exercise 4: Conjunctions

Instructions: Fill in the blanks with a suitable conjunction (and, but, or, so, because, although, while, if, since, when, until).

- * She likes to read ____ she doesn't like to write.
- * He was tired ____ he went to bed early.
- * We can go to the park ____ we can stay home.
- * I will go to the party ____ you come with me.
- * She hasn't seen him ____ he left school.

Exercise 5: Pronouns

Instructions: Fill in the blanks with the correct pronoun (he, she, it, they, him, her, them, himself, herself, itself, themselves, I, me, myself, you, yourself, we, us, ourselves).

- * ____ went to the store to buy some milk.
- * She gave ____ the book she had borrowed.
- * They enjoyed ____ at the party.
- * He hurt ____ while playing football.
- * We are proud of ____ achievements.

Exercise 6: Modal Verbs

Instructions: Fill in the blanks with the correct modal verb (can, could, will, would, should, must, may, might).

- * I ____ swim when I was five.
- * You ____ be polite to everyone.
- * She ____ go to the doctor if she doesn't feel better.
- * They ____ arrive late, so we should leave early.
- * ____ you please pass me the salt?

4.Rearranging Jumbled Words

Jumbled Words:

1. Look for common letter combinations: Many words have common letter combinations, such as "th" or "ch". Look for these combinations to help you unscramble the letters.
2. Identify vowels and consonants: Separate the vowels (A, E, I, O, U) from the consonants. This can help you identify the word's structure.
3. Check word lengths: Make sure the unscrambled word has the correct number of letters.
4. Use word roots and prefixes: Many words have roots and prefixes that can help you identify the word's meaning.
5. Eliminate impossible combinations: If you're stuck, try eliminating combinations that are unlikely or impossible.

Jumbled Sentences:

1. Identify the main verb: Find the main verb in the sentence, as this can help you determine the sentence's structure.
2. Look for word order: Check the word order in the sentence. In English, the typical word order is Subject-Verb-Object (SVO).
3. Identify clause and phrase boundaries: Look for words that indicate clause and phrase boundaries, such as conjunctions (e.g., "and", "but") and prepositions (e.g., "in", "on").
4. Check for grammatical consistency: Make sure the sentence is grammatically consistent, including verb tense, subject-verb agreement, and pronoun consistency.
5. Read the sentence aloud: Once you think you've unscrambled the sentence, read it aloud to check that it sounds correct.

General Tips:

1. Take your time: Unscrambling words and sentences can be challenging, so take your time and don't rush.
 2. Work from the edges: Start with the words or phrases that are easiest to unscramble and work your way inwards.
 3. Use a systematic approach: Use a systematic approach to unscramble the words or sentences, such as working from left to right or using a specific technique.
 4. Check your work: Once you think you've unscrambled the words or sentences, check your work carefully to make sure it's correct.
1. (a) in / India / there / tourist / destination / various / are
(b) lofty / favourite / Himalayas / destination / still / the / a / are
(c) are / of / religious / a / historical / places / of / there / number / or / importance
 2. (a) has / too / educational / cinema / value / an
(b) the / the / people / of / influence / it / mind / a / deep / exercises / upon
(c) of / is / most / communication / effective / mass / the / it / means
 3. (a) work / a / makes / no / boy / Jack / and / play / all / dull
(b) all / we / playing / of / enjoy / games / should / sorts
(c) must / outdoors / we / some / games / play
 4. (a) need / we / and / companionship / company / all
(b) be / companionship / a / life / good / burden / without / would
(c) is / companionship / first / the / kind / of / family
 5. (a) algebra and / a week / me / geometry / twice / he taught
(b) very poor / subjects / I was / in these / earlier
(c) very / now / proficient / have become / in them / I (Delhi 2016)
 6. (a) in / disturbs / the / cycle / rise / temperature / rain / the
(b) vegetation / adversely / it / agriculture / and / affects
(c) have / frequent / face / and / floods / we / droughts / to

Vocabulary

Figure of Speech

Figure of speech: Special words or phrases that help us say things in a more interesting and creative way. They add flavor and feeling to our language!

Here are some of the most common figures of speech:

1. Simile

A simile compares two different things using "like" or "as" to make the comparison.

Examples:

1. He ran like a cheetah.
2. She sings as sweetly as a bird.

2. Metaphor

A metaphor compares two different things without using "like" or "as."

Examples:

1. He is a lion on the battlefield.
2. Life is a journey.

3. Personification

Personification gives human-like qualities to non-human things, like objects or animals.

Examples:

1. The sun smiled down on us.
2. The wind whispered through the trees.

4. Hyperbole

A hyperbole is an exaggeration used to emphasize a point.

Examples:

1. I'm so hungry I could eat a whole elephant.
2. This backpack weighs a ton.

5. Onomatopoeia

An onomatopoeia is a word that imitates the sound it describes.

Examples:

1. The firework exploded with a loud boom.
2. The sizzling bacon crackled and popped.

6. Oxymoron

An oxymoron combines two words that are opposite in meaning.

Examples:

1. Man proposes, God disposes.
2. The best cure for insomnia is to get a lot of sleep.

7. Irony

Irony is when the opposite of what's expected to happen occurs.

Examples:

1. A fire station catching on fire.
2. A character named "Lucky" experiencing a string of bad luck.

8. Alliteration

Alliteration is the repetition of initial consonant sounds in words that are close together.

Examples:

1. She sells seashells by the seashore.
2. Fluffy friends frolic fearlessly.

Q1. Identify the figure of speech used in the following sentences:

1. The city is a jungle.
2. She's as sweet as honey.
3. The firework exploded with a loud boom.
4. He's a shining light in a dark room.
5. I'm so hungry I could eat a whole elephant.
6. The wind whispered through the trees.
7. Life is a rollercoaster.
8. The sun smiled down on us.
9. The sound of the ocean was music to my ears.
10. He ran like a cheetah.
11. Those horses have heavy hooves.
12. The breeze caressed her hair softly.

Phrasal Verb

What are Phrasal Verbs?

Phrasal verbs are verbs that are made up of a verb and a preposition, and they have a different meaning than the verb alone.

Examples of Phrasal Verbs:

1. Pick up (to lift something up)
2. Get on (to board a bus, train, etc.)
3. Turn off (to stop something from working)
4. Take off (to remove something)
5. Look forward to (to eagerly anticipate something)

Exercise 1: Choose the Correct Phrasal Verb

Complete the sentences with the correct phrasal verb:

1. Can you _____ the TV? (turn on/turn off)
2. I'm going to _____ my shoes before I go to bed. (take off/put on)
3. The bus is late, so we'll have to _____ for a while. (wait for/get on)
4. I'm _____ to seeing you tomorrow. (looking forward to/looking back on)
5. Can you _____ the music? It's too loud. (turn down/turn up)

Exercise 2: Fill in the Blanks with Phrasal Verbs

Complete the sentences with the correct phrasal verb:

1. The company is going to _____ a new product next month. (launch/launches)
2. I need to _____ my phone. The battery is dead. (charge/charges)
3. The teacher asked the students to _____ their books and pencils. (put away/put on)
4. The city is going to _____ a new park next year. (build/builds)

5. I'm going to _____ my friend at the airport. (pick up/pick on)

Exercise 3: Identify the Correct Meaning of the Phrasal Verb

Choose the correct meaning for each phrasal verb:

1. Take off:

- a) to remove something
- b) to start a journey
- c) to stop something from working

2. Get on:

- a) to board a bus, train, etc.
- b) to make progress
- c) to start a new project

3. Turn down:

- a) to decrease the volume
- b) to increase the volume
- c) to stop something from working

4. Look forward to:

- a) to eagerly anticipate something
- b) to look back on something
- c) to forget something

5. Pick up:

- a) to lift something up
- b) to remove something
- c) to start a new project

Idioms

An idiom is a group of words, or in other words, a phrase that has a meaning different from the literal meaning of the words in it.

Example: Apple of my eye

The meaning of this expression is different from the literal meaning of the words of which it is made.

It means- it is used to refer to someone whom you are very fond of or like.

Here is a list of the most commonly used English idioms:

| Idiom | Meaning | Example of usage |
|---------------------------------|--|--|
| 1. off and on | irregularly | She has been working off and on, writing her much awaited book. |
| 2. worth one's salt | doing one's job completely | It is worth one's salt to inspect the deed carefully. |
| 3. take someone to task | to scold someone | They were taken to task for not meeting the deadline. |
| 4. not hold water | not stand scrutiny | Your excuse does not hold water. |
| 5. eat humble pie | be humiliated | I had to eat humble pie when my claim to reward was plainly disregarded. |
| 6. put one's foot down | assert emphatically | I had to put my foot down to refuse when my son insisted on a new vehicle. |
| 7. at sixes and sevens | in confusion; not well organized | The entire house was at sixes and sevens when we returned from our vacation. |
| 8. through thick and thin | even when there are difficulties | He has supported the team for over ten years through thick and thin. |
| 9. hand in glove | in close association (wrongly in illegal acts) | They have been hand in glove with the fraudsters all along. |
| 10. get into hot water | invite trouble | The employee got into hot water by revealing the company's classified information. |
| 11. gall and wormwood | extremely disagreeable and annoying | The new taxation policy was gall and wormwood to traders. |
| 12. be in somebody's good books | have/leave/project a favourable impression | She had always been in the good books of her employers. |

| | | |
|-------------------------------------|--|--|
| 13. be at one's wits' end | perplexed | They were at their wits' end to save the concern from bankruptcy. |
| 14. bad blood | ill feeling | The riots caused bad blood within the communities. |
| 15. smell a rat | have the reason to suspect something | He smelt a rat when one of his accounts was appropriated. |
| 16. leave no stone unturned | make every possible effort | We left no stone unturned to educate our children. |
| 17. kick up a row | make noise/an issue (unnecessarily) | The trainees kicked up a row over the food they were being served. |
| 18. a mare's nest | an unreal thought / concept | Alien life has proved to be a mare's nest so far. |
| 19. out of pocket | suffer a monetary loss | The trade left me out of pocket. |
| 20. pass muster | to reach an acceptable standard | His audit did not pass muster. |
| 21. a dark horse | someone who is secretive about his feelings, activities, plans or skills | Ratan Singh could also be a dark horse for a medal at Olympics. |
| 22. hold good | remain valid/credible | His promise held good till he lived. |
| 23. keep a good table | provide/serve sumptuous food | My aunt always kept a good table for guests. |
| 24. take up the cudgels | defend aggressively | The Union leader took up the cudgels against the management's divisive policies. |
| 25. draw the line | ascertain a limit | She drew the line at late hours for her daughter. |
| 26. be a far cry from sth | very different from sth | Our public servants are a far cry from what we expect. |
| 27. let grass grow under one's feet | delay or not act timely | Entrepreneurship does not allow one to let grass grow under one's feet. |
| 28. loaves and fishes | material gain | Politicians nowadays realign political affiliations readily for loaves and fishes. |
| 29. under the weather | to feel ill/unwell | I am feeling a bit under the weather- I think I am getting a cold. |

A. Choose (✓) the correct option from those given to give the most appropriate meaning of idioms below.

1. Loaves and fishes

(a) for food

☐
☐

(b) for good health

☐
☐

(c) material gain

(d) for charity

2. Out of pocket

(a) be cheated

☐
☐

(b) suffer a monetary loss

☐
☐

(c) be poor

(d) spend heavily

3. Draw the line

(a) give a warning

☐
☐

(b) divide a property

☐
☐

(c) ascertain a limit

(d) lay the rules

4. Take someone to task

(a) to scold someone

☐
☐

(b) allocate work

☐
☐

(c) lead a project

(d) force one to work

5. Off and on

(a) irregularly

☐
☐

(b) frequently

☐
☐

(c) rarely

(d) continuously

6. Be at one's wits' end

(a) perplexed

☐
☐

(b) clear up

☐
☐

(c) explain

(d) enlighten

Grammar - VI

Proverbs

Proverbs, also known as sayings, can be the best way to convey your thoughts and observations. Every culture and every language has their own popular proverbs. Using proverbs in your conversations can be fun; you only need to be careful to use it at the right place and at the right time. Not knowing the meaning of proverbs and using it in the wrong contexts can become an issue. To help you with that, this article provides you with the most commonly used proverbs in English, its meaning and usage.

Commonly Used Proverbs:

| | | |
|--|--|--|
| Absence makes the heart grow fonder. | When you are away from someone or something, you understand their value and appreciate them more when you see them again. | I hated going to school every day, but now I miss school. Absence does make the heart grow fonder. |
| Actions speak louder than words. | Your actions, or what you do, convey much more than what you say. | He said he was happy with the job, but his behaviour clearly showed that he was lying about it. Actions speak louder than words, doesn't it? |
| A journey of a thousand miles begins with a single step. | Nothing great is ever achieved without some effort. | If you want to crack the NEET exam, you need to start preparing. A journey of a thousand miles begins with a single step. |
| All good things must come to an end. | Everything ends; even good times don't last forever. | I wish this work-from-home continues forever. It's too bad that all good things must come to an end. |
| A picture is worth a thousand words. | A picture/image can convey the whole story/message much better than one can with words. | The photo of the hungry beggars in front of the posh villa says it all. It touched my heart. A picture is worth a thousand words. |
| A watched pot never boils. | It is pointless to keep checking on something that takes time to complete. It is necessary to give it time to see the results. | I know how passionate he is about his dreams. Have patience, he is just starting his business. A watched pot never boils. |
| Beggars can't be choosers. | If you're in a tough situation and someone offers to help, you should accept whatever they offer and not demand for anything more. | I wish we had a bigger apartment; nothing else was within our budget. After all, beggars can't be choosers. |
| Beauty is in the eye of the beholder. | Each person's perspective of something or someone is different. What looks good for someone might not be so for someone else. | I really did not like her dress, but she loved it. I guess beauty is in the eye of the beholder. |
| Better late than never. | It's better to finish something late than fail to submit it at all. | Why are you driving so fast? It's fine if you are late today. Better late than never. |
| Birds of a feather | People with similar characteristics or | I think we got along so easily because we shared the same mindset. Birds of a |

| | | |
|---|--|--|
| flock together. | with similar minds stay together. | feather do flock together. |
| Cleanliness is next to godliness. | It is good to stay clean and tidy. It is a divine quality. | Go clean your room, it is really messy. You know, right? Cleanliness is next to godliness. |
| Don't bite the hand that feeds you. | Do not act against people who support you. | They bit the hand that fed them, so they were fired. |
| Don't count your chickens before they hatch. | Don't expect results before the process/course of action is complete. | We have not yet won the match. Wait for the results. Don't count your chickens before they hatch. |
| Don't judge a book by its cover. | Don't judge someone or something by their appearance. | She might look like a shy and innocent girl, but she is really smart and cunning. Never judge a book by its cover. |
| Don't put all of your eggs in one basket. | Don't throw all your hopes and resources into achieving a single goal or desire. | I know you really want to run your own restaurant, but don't you think you are spending a lot here? Don't put all of your eggs in one basket. |
| Don't put off until tomorrow what you can do today. | Do something today if and have you have the opportunity and the means to do it. Don't procrastinate. | You have two days' time to submit the paper. You can free now, why don't you work on it? Don't put off until tomorrow what you can do today. |
| Don't put too many irons in the fire. | Try to focus on one thing at a time, do not distract yourself by focusing on too many things. | I know you have a lot of responsibilities and that a lot is going on in your life, but I would advise you not to put too many irons in the fire. |
| Easy come easy go. | Whatever comes easily goes away easily. | I did not understand the logic behind 'easy come, easy go' until I lost all the money I won from the lottery. |
| Fortune favours the bold. | People who are courageous to take risks are more successful than those who always do things carefully. | It is risky, but give it a try; you might win. Fortune favours the bold. |
| God helps those who help themselves. | Don't just sit around and hope for the best. Make an effort to make them a reality. | Don't expect miracles to happen without putting in any effort. God helps only those who help themselves. |
| Good things come to those who wait. | Good things will happen if you wait patiently. | She has been working hard continuously for years now without any complaints. Good things do come to those who wait; |

| | | |
|---|--|--|
| | | she was made manager last week. |
| Honesty is the best policy. | It is always preferable to speak the truth rather than lie. | If you want to be successful in life, do all that you do honestly. Honesty is the best policy. |
| Hope for the best; prepare for the worst. | Be hopeful for a good outcome, but be prepared for the worst-case scenario. | Your competition is next week. I know you can win. Hope for the best, but be prepared for the worst. |
| If it ain't broke, don't fix it. | Don't try to change or repair something that is already working properly. | Why are you servicing your bike now? If it ain't broke, don't fix it. |
| If you can't beat 'em, join 'em. | If you can't get someone to change their behaviour or opinion, it's sometimes preferable or easier to do what they want if it does not hurt anyone else. | I asked him to practise the song with me, but he wanted to listen to a few other songs first. If you can't beat 'em, rather join 'em, right? |
| If you play with fire, you'll get burned. | You will almost certainly suffer unfavourable effects if you get involved in something beyond a certain point or something harmful. | If you play with fire, you'll get burned. Don't irritate the dog so much and get bitten. |
| If you want something done right, you have to do it yourself. | Don't rely on others to complete a task; complete it yourself. | My mom always goes with the saying, 'If you want something to be done right, do it yourself'. |

Famous Proverbs and their Meanings

The following are some common English proverbs along with their meanings:

- 1) ***Birds of the same feather flock together*** – people with common characteristics always end up together.
- 2) ***He who plays the piper calls the tune*** – when one has to act according to a superior's wishes.
- 3) ***Out of sight, out of mind*** – once you lose sight of a thing, you can forget it altogether.
- 4) ***Beggars can't be choosers*** – when a person is in a difficult position, he can only take whatever he gets.
- 5) ***All is well that ends well*** – everything is acceptable as long as the ending is favourable.
- 6) ***Two heads are better than one*** – two people can do a better job together than one person doing it alone.
- 7) ***Look before you leap*** – always be cautious before doing something big or important.

- 8) ***Robbing Peter to save Paul*** – when somebody harms one person to cause some benefit to another.
- 9) ***Make hay when the sun shines*** – making full use of a given opportunity.
- 10) ***Out of the frying pan and into the fire*** – entering one difficult situation from another.
- 11) ***A drowning man catches all straws*** – a person in difficulty will make use of any help he receives.
- 12) ***Well begun is half done*** – just starting a venture successfully is enough to fulfil it completely.
- 13) ***Better late than never*** – it is better to delay something than not doing it at all.
- 14) ***A bird in hand is better than two in the bush*** – better to have something than having nothing at all.
- 15) ***Too many cooks spoil the broth*** – plans often fail when too many people work on it together.
- 16) ***It never rains but pours*** – things are never as good as they can or should be.
- 17) ***Rome was not built in a day*** – difficult tasks always take time to accomplish.
- 18) ***You reap what you sow*** – your results are just consequences of your own actions.
- 19) ***Every dog has his day*** – every person can have lucky days and favourable outcomes.
- 20) ***Hunger is the best sauce*** – everything tastes good when you are hungry but have nothing to eat.
- 21) ***The proof the pudding is in its eating*** – we can know whether something is good or bad only after trying it.
- 22) ***Once bitten twice shy*** – a person who has been in a bad situation before is always cautious.

Exercise

A. In the following exercise, you must interpret the proverbs mentioned below.

1. *Beggars can't be choosers*
2. *All is well that ends well*
3. *Two heads are better than one*
4. *Look before you leap*
5. *Robbing Peter to save Paul*
6. *Make hay when the sun shines*
7. *Out of the frying pan and into the fire*
8. *A drowning man catches all straws*

B. Match the following words in column A to the appropriate words in column B to complete the proverbs.

| | |
|------------------------|--------------------------------|
| a) Empty vessel | (i) before you leap |
| b) Birds of a feature | (ii) is not gold |
| c) All the glitters | (iii) catches the worm |
| d) Every cloud | (iv) than water |
| e) All is well | (v) than never |
| f) The early bird | (vi) make the most noise |
| g) Look | (vii) that ends well |
| h) Too many cooks | (viii) flock together |
| i) Two heads | (ix) spoil the broth |
| j) Better late | (x) are better than one |
| k) A bird in hand | (xi) half the work done |
| l) When in Rome | (xii) to mend |
| m) It's never too late | (xiv) do as Romans do |
| n) A good start is | (xiv) is worth two in the bush |
| o) Blood is thicker | (xv) has a silver lining |

Short Writing Skills

1.Message

Format for Message Writing:

Appearance: Message is always written in a box.

Heading: MESSAGE (should be in Capital Letters)

Date: Written on the left-hand side of the page in expanded form (13th March 2025)

Time: Time is mandatory to mention under the date or on the same line the right side.

Salutation: Dear (Name)

Body Write all the essential information. (problem...action...result) Keep it short and precise in 50 words

Language: Indirect speech

Ending: friendly note such as "Best" or "See you soon!"

Sender name: Written at the end left side

Subject: It can be written if the message is official.

1. **Heading:** Include the sender's name and address (or contact information)
2. **Date:** Include the date the message was written
3. **Salutation:** Use a formal or informal greeting, depending on the recipient
4. **Body:** Clearly state the purpose of the message and include any necessary details
5. **Closing:** Use a formal or informal closing, depending on the recipient
6. **Signature:** Include the sender's signature (if handwritten) or name (if typed)

Sample question and answer for message writing

Question: Write a message to your friend inviting him/her to your birthday party.

Answer:

| MESSAGE |
|---|
| Date: xxx |
| Time: xxx |
| Dear [Friend's Name], |
| I'm turning 14 this Saturday and I'm having a birthday party at my place. There will be music, dance, and lots of delicious food. I'd love it if you could join me! |
| Date: This Saturday |
| Time: 3 pm - 6 pm |
| Venue: My residence (123, Main Street) |
| Please come and make my birthday special! |
| Best, |
| [Your Name] |

Question 1: Write a message to your mother asking her to pick you up from school as you are not feeling well.

Answer

| MESSAGE |
|---|
| Date: xxx |
| Time: xxx |
| Dear Mom, |
| I'm not feeling well and have a headache. Could you please pick me up from school today? I'll be waiting for you outside the school gate. |
| Love, |
| [Your Name] |

Question 2: Write a message to your friend congratulating him/her on winning the school debate competition.

Answer 2:

| MESSAGE |
|--|
| Date: xxx |
| Time: xxx |
| Dear [Friend's Name], |
| Huge congratulations on winning the school debate competition! I'm so proud of you! Your hard work and dedication really paid off. |
| Best, |
| [Your Name] |

Question 3: Write a message to your brother reminding him to take his medication on time.

Answer 3:

| |
|---|
| <p style="text-align: center;">MESSAGE</p> <p>Date: xxx</p> <p>Time: xxx</p> <p>Dear Bhaiya,</p> <p>Don't forget to take your medication on time today! I know you have a busy schedule, but please make sure to take it.</p> <p>Take care,</p> <p>Your Name1</p> |
|---|

Question 4: Write a message to your friend inviting him/her to study together for the upcoming exams.

Question 5: Write a message to your teacher thanking him/her for helping you understand a difficult concept.

Question 6: Write a message to your friend asking him/her to lend you a book for a project.

Question 7: Write a message to your mother reminding her to buy groceries on her way back home.

Question 8: Write a message to your friend congratulating him/her on getting selected for the school team.

Question 9: Write a message to your brother asking him to help you with your homework.

Question 10: Write a message to your teacher asking for extra classes for a particular subject.

Notice

A **notice** is a formal piece of writing used to inform people about important information, events, or activities. It is usually displayed in public places like notice boards, websites, or social media to convey details clearly and concisely.

Format for Writing a Notice

Name of the Organization – The first thing to write is the name of the organization/school/college from where the notice is being issued. This will help people identify who has published or put out the notice.

Title – The title for any notice writing is the word “Notice” itself. This is to let the readers know that they are about to read a ‘Notice’.

Date – The next important thing that students must keep in mind while drafting the notice is to write the date. The date is written in the left corner of the notice. The date helps the readers to understand when the notice was issued. Writing dates also helps to use it as a reference for future use.

Heading – The heading of the notice refers to the subject of the notice. In the heading, the students have to write briefly about what the notice is about. This helps the readers to have an idea about what the notice might consist of.

Body – The body contains the main content of the notice. But one must keep in mind that the body of the notice should be kept short and informative. Only necessary information would be written in the body, which is usually written in passive voice.

Signature and Designation – The notice ends with the signature of the person who composes the notice and their designation (in capital letters). It helps the readers to understand who has issued the notice.

1. You are Ruhi/Rahul, head girl/boy of ABC convent school. Your school is going to organize an inter-school singing competition. Write a notice for your school notice board inviting names of all the interested students.

| |
|--|
| <p style="text-align: center;">ABC CONVENT SCHOOL</p> <p style="text-align: center;">NOTICE</p> <p>March 15, 20XX</p> <p style="text-align: center;">INTER-SCHOOL SINGING COMPETITION</p> <p>The school is organising an Inter-school Singing Competition on March 19, 2019; Tuesday at 12pm in the school auditorium. More than 20 schools from all over the city will participate. Interested students may contact the undersigned latest by March 20, 20XX.</p> <p>Ruhi/Rahul</p> <p>head girl/boy</p> |
|--|

Q1. Mukul Swami of class X, Captain of the School Hockey Team and Sports Secretary, is asked by his sports teacher to put a notice on the school notice board inviting the students to buy some old hockey sticks and balls. These items are in a fairly good condition. Write this notice using not more than 50 words.

Q2. You are Anupam, the editor of the school magazine, and want to hold an interclass competition to collect poems and cartoons for the magazine before 20 August, 2025. Draft a notice for the students' notice board inviting entries. Mention all details required like entry dates, prizes etc. Give your notice an appealing heading.

Diary Entry

Diary entry is a personal note. It is a kind of keeping records of day to day events or activities in one's diary. In general people register their days activities and their opinions or experiences. They sometimes also include their future plans in their entries. Such entries give a fair idea of the past when read sometime in future.

Points to be kept in mind while writing a diary:

Write the day, date and time on the left hand side.

The content should be realistic.

Writers name should be written in the end, on the left hand side along with the signature.

Word limit -around 100 words.

SAMPLE DIARY ENTRY

1.Today you got a new pet dog. Write a page in your diary describing your pet and your feelings,too.

Saturday, 15th December, 20XX

9:30 p. m.

Dear Diary,

Today I got a new friend. Guess who! a sweet little puppy it is. My joy New no Bounds when I opened the little basket that papa had brought for me from Chandigarh. Lying in it was a sweet, white coloured Pomeranian puppy enveloped in a blanket. I fell in love with it at first sight and thnaked papa for such a lovely present. Do you know I have even prepared it's home too, under the stairs. It has a cute lovely face so I called it cutie. It is sleeping now and I am waiting for tomorrow morning when I will play a lot with it.

Signature

Rohan

2. Raunak writes a page on his diary describing his first experience of examination.

Friday, 27th Nov., 20XX

8:00 p.m.

Dear Diary,

Each examination seems to be like first time examination. I felt all the more nervous and prayed to Almighty God. I could hear a lot of noise in the corridor as the students were rushing towards the examination hall. The chaos was at its height as the students were trying to find their respective seats. I found my seat and just stuck to it. The condition of the room was not very inspiring. The invigilator came and the question papers were distributed. I carefully listened to all the instructions. I read the questions and was relieved that the paper was easy. I kept on writing continuously for two and half hours. I revised my work and thankfully, I finish just in time.

Signature

Raunak

Q1. You participated in an inter- school declamation contest and won second prize. Describe the event and your feelings in the form of a diary entry. Sign yourself as Apoorv /Apoorva.

Q2. You are feeling quite happy because your dear grandfather has come home after being treated in a hospital for about 10 days. Now, you wish to spend a lot of time with him and taking care of him. Express your feelings in the form of a diary entry.

Descriptive Writing

What Is Descriptive Writing?

Descriptive writing is something we have practised since childhood. Remember those ghost stories we used to share with friends during power cuts, or the way our parents or grandparents would captivate us with tales of their younger days? Those storytellers mastered descriptive details to make us feel like we were right there. Similarly, learning to describe well brings writing to life.

Types of Descriptive Writing

Descriptive writing can be categorised into different types depending on the subject:

1. **Person description:** This involves detailing someone's appearance, personality, and emotions.

2. **Place description:** Here, the focus is on capturing the essence of a location, like a beach, park, or bustling city.
3. **Object description:** When describing an object, you dive into its physical characteristics and significance.

The **descriptive writing format** :

1. **Introduction:** Start with an engaging opening sentence that gives the reader a hint of what you are describing.
2. **Main body:** This is where you dive into the details. Organise your points logically, covering all senses—sight, sound, smell, touch, and taste if applicable.
3. **Conclusion:** Wrap up by summarising the feeling or impression of the subject you have described.

How to Write Descriptive Paragraphs for Class 9?

Here is a step-by-step guide to help you craft a strong **paragraph** for each type:

1. Describing a person

- **Start with a brief introduction:** Mention who the person is and your relationship with them.
- **Describe physical appearance:** Focus on unique features like hairstyle, height, and eye colour.
- **Highlight distinct mannerisms:** Note specific actions or expressions that capture their personality.
- **Talk about their career:** Mention their field of work, hobbies and activities that the person is doing.
- **Mention personality traits:** Describe their key qualities (e.g., “Rahul is incredibly cheerful and helps everyone around him”).
- **End with a personal reflection:** Summarise why this person is special to you (e.g., “His optimism makes even the dullest days feel bright”).

2. Describing a place

- **Begin with the setting:** State the name of the place and its general vibe.
- **Describe the physical layout:** Mention specific elements like benches, pathways, or trees.
- **Add sensory details:** Describe the sights, sounds, and smells to bring the place to life (e.g., “The smell of fresh grass mixes with the sound of chirping birds”).
- **Mention activities:** Note common activities people engage in there.
- **Reflect on the mood:** Conclude with how the place makes you feel (e.g., “The calm atmosphere always fills me with peace”).

3. Describing an object

- **Introduce the object and its importance:** Start with a brief description of the item and why it matters to you.

- **Describe its appearance:** Include specific details like size, colour, and unique characteristics.
- **Mention unique features:** Note any special details that make it distinct.
- **Share its background or significance:** Describe the story or sentimental value behind it.
- **Express personal connection:** Wrap up by explaining how this item makes you feel.

Tips for Scoring Full Marks in Descriptive Paragraphs

To maximise your score, keep these tips in mind:

1. **Stay focused:** Do not wander off-topic. Stick to the main point and elaborate on it.
2. **Be clear and precise:** Avoid vague descriptions. Make sure each word adds value.
3. **Add a personal touch:** Personal experiences and feelings make descriptions more authentic.
4. **Use literary devices:** Using simile, alliteration, and imagery can enhance the imagery of your writing.
5. **Be grammatically correct:** Make sure to avoid grammatical and spelling errors and maintain accuracy.
6. **Avoid using flowery language:** Use simple vocabulary to communicate your point clearly to the reader.
7. **Be mindful of the word limit:** Keep the word and time limit in mind while answering these questions.

Examples of Descriptive Paragraph Writing

Example 1: Describe your favourite place in 150 words.

Answer: My favourite place is the small park near my house. It is my perfect spot to unwind and escape from the busy world. The moment I enter, I am welcomed by tall, green trees that line the pathway, shading me from the hot sun. There is a little fountain at the centre, and I love sitting on the nearby bench, listening to the gentle splashes of water—it feels calming, like a lullaby.

The park is always filled with life. Birds chirp from the branches above, and kids laugh as they play on the swings. The smell of fresh grass and flowers fills the air, making it feel like a hidden paradise in the middle of the city. I often bring a book or just sit there, enjoying the cool breeze on my face.

This place is not just a park to me; it is where I find peace and feel connected with nature. No matter how stressed or tired I feel, a visit here always lifts my spirits. It is my little haven, and I feel grateful to have it so close to home.

Example 2: In 200 words describe a memorable family gathering.

Answer: One of the most memorable family gatherings I have had was last year at my grandparents' house. It was Diwali, and our entire family gathered to celebrate together. The house was decorated with colourful lights, and every corner had the warm glow of diyas. The smell of delicious food—samosas, sweets, and my grandma's famous biryani—filled the air, making everyone's mouth water.

We spent the evening laughing, chatting, and sharing stories. My cousins and I played games, while the adults discussed old family memories, often bursting into laughter. My grandpa even told us some funny stories from his childhood, which had everyone in stitches. Later, we gathered in the garden to watch the

fireworks light up the sky. It felt magical seeing the bright colours and hearing the excited cheers of everyone around me.

That night, I felt such a strong sense of happiness and togetherness. Looking around, I realised how lucky I am to have such a loving family. This Diwali celebration is a memory I will cherish forever.

Example 3: Describe your favourite part of your school in 200 words.

Answer: Our school library is one of my favourite places on campus. It is a quiet, cosy room filled with shelves of books that stretch from floor to ceiling. As soon as I step inside, I am greeted by the comforting smell of paper and the soft hum of the air conditioner. The library has large windows, letting in plenty of natural light, which makes it feel warm and welcoming.

There are rows of tables and chairs where students sit and read or work on assignments. I love spending my free periods here, browsing through the collection. There are books for everyone—fiction, non-fiction, history, science, and even magazines and newspapers. My favourite section is the fiction corner, where I can find all sorts of stories and novels that take me to new worlds.

The librarian, Mrs Sharma, is always there to help us find what we need. She knows the library inside out! Whether I need a book for a project or just something interesting to read, I can always count on her. For me, the school library is a peaceful escape—a place to learn, imagine, and explore.

Exercises:

Q1. Reflect on a memorable trip you took with your family. Describe the destination, activities, and your overall experience in 150-200 words.

Q2. Write the description of your 'best friend' using the following hints:

Name – address- family- personality- qualities- hobbies- behaviour towards others- how you feel about him.

Q3. Given below is some information about the guard of your school. Write a factual description about the guard of your school based on the given information.

5'5" - wheatish complexion – black hair- Gurkha - 40 yrs old- high school passed- married- 3 children- alert, caring- expert flute player.

Long Writing Skills

Story Writing

Story writing refers to the method of writing in which the writer narrates a series of events that has led to a problem, the progression of the same and the end result that has led to the current situation of the characters in the story. A story can be about a real or fictional incident including real-life or imaginary characters.

Every story is expected to have the five components namely,

Characters

Setting

Plot

Theme

Conflict

Characters

No story is complete without a character. Every story would either revolve around multiple characters or a single character. Characters drive the story.

Setting

The term 'setting' refers to the physical surroundings in which the story takes place. The whereabouts of the characters might also contribute to the setting of the story. The setting of a story can be a forest, a house, a street, space or outer universe, a small island, a train and even someone's mind.

Plot

In simple terms, the plot of a story refers to what goes on in a story or what the story is about. A plot includes various courses of events/actions, climactic points and resolution.

Theme

This is the concept on which the whole story revolves. Examples of themes can be family relationships, music, love and romance, war, rebellion, etc.

Conflict

The term 'conflict' refers to the problem in the story. When all is going on well, there is one point in the story when the main characters come across an obstacle that impedes their journey to achieve a set goal.

Sample Story

Boy set to guard sheep-----told to cry "Wolf!" if he sees a wolf near the flock-----watches the sheep for se days-----gets tired of the monotonous work-----so one day shouts "Wolf !" as a joke-----all the villagers hasten to his help--- they find no wolf-----boy laughs at them-----villagers angry-----plays the same joke a few days later-----some villagers take no notice---- -some come running-----finding nothing, they beat the boy-----at last wolf really comes-----boy is terrified an shouts "Wolf! Wolf"-----villagers take no notice-----wolf kills several sheep.

The Boy Who Cried Wolf

There was a young boy who was set to guard a flock of sheep. He was told to cry out "Wolf!" if he saw a wolf nearby. After watching the sheep for a few days, the boy grew bored. He decided to play a trick on the villagers, shouting, "Wolf! Wolf!" even though there was no wolf.

The villagers rushed to help, but when they arrived, they saw no wolf. The boy laughed at them, thinking it was funny. The villagers were angry, but they went back to their work. A few days later, the boy played the same joke again. Some villagers didn't believe him, while others ran to help. When they found nothing, they scolded the boy and warned him not to cry "Wolf!" again.

Then, one day, a real wolf came and attacked the sheep. The boy cried out, "Wolf! Wolf!" but this time, the villagers didn't come. They thought it was another joke. The wolf killed several sheep, and the boy learned a painful lesson about lying.

Q1. A king distressed-----his people lazy-----to teach them a lesson he had a big stone put in the middle of the road one night-----next day merchants pass and go round it-----an officer driving in his carriage did the same a young soldier came riding, did the same all cursed the stone and blamed the government for not removing it-----then the king had the stone removed under it was an iron box, marked, "For the man who moves away the stone---inside a purse full of money-the people were ashamed.

Q2. A rich man had many servants..... purse with lot of money is stolen from rich man's drawer..... rich man files a complaint in the police station all the servants called stick of same length given to each servants told that stick of the thief will grow by one inch overnight the thief cuts his stick by one inch he is easily caught the next day.

Report Writing

Format for Report Writing:

1.Headline or Title - brief, exact and catchy.

2.Byline: Name of the writer.

3.Dateline -Place and date where the report is written from.

4. Introduction: Provide background information, state the purpose of the report, and outline the scope of the report. [primary facts]

5. Body: [who, what, where, when, why, how -it happened] Present the findings, analysis, and discussion of the topic in different paragraphs.

6. Quotations: Use quotes or opinions from the witness/ by standers/ passerby/ parents/customers/ passengers/ who were indirectly involved in the event.

7. Conclusion: Summarize the main points and provide recommendations.

8. Recommendations: Outline specific actions that should be taken.

9. Appendices: Include any additional information that supports the report.

Tips:

1. Use a formal tone: Report writing is a formal type of writing, so avoid using contractions or informal language.

2. Use headings and subheadings: Divide your report into sections using headings and subheadings.

3. Provide details: Include as many details as possible, such as dates, times, locations, and names.
4. Use proper formatting: Use proper margins, spacing, and font size.
5. Proofread: Carefully proofread your report for spelling, grammar, and punctuation errors.

Sample Question 1. Write a report on the benefits of recycling.

Answer:

Title: **The Benefits of Recycling**

[Your Name] [Date]

Introduction

Recycling is the process of collecting and processing materials that would otherwise be thrown away. The benefits of recycling are numerous and can have a significant impact on the environment, economy, and society.

Body

Environmental Benefits

Recycling helps to conserve natural resources, reduce landfill waste, and decrease greenhouse gas emissions.

Economic Benefits

Recycling creates jobs, stimulates economic growth, and saves communities money on waste disposal.

Social Benefits

Recycling promotes community involvement, education, and awareness about environmental issues.

Conclusion

In conclusion, recycling is an important practice that offers numerous benefits for the environment, economy, and society. By recycling, we can reduce waste, conserve natural resources, and promote sustainable development.

Recommendations

1. Increase recycling programs in local communities.
2. Implement recycling education in schools.
3. Encourage businesses to adopt sustainable practices.

Appendices

- Recycling statistics
- List of recyclable materials
- Recycling resources

Sample Question 2: Write a report on a school event, such as a science fair or a cultural festival.

Answer:

Title Page: **Science Fair Report**

[Your Name] [Date]

Introduction

The school science fair was held on February 10, 2023, and was a huge success. The event showcased the scientific talents of our students and provided an opportunity for them to share their knowledge with the community.

Body

Event Overview

The science fair was attended by over 500 students, parents, and teachers. The event featured exhibits and displays on various scientific topics, including physics, chemistry, and biology.

Exhibits and Displays

The exhibits and displays were impressive and demonstrated a high level of scientific understanding. The students had clearly put a lot of effort into their projects.

Judging and Awards

The judges were impressed by the quality of the exhibits and had a difficult time selecting the winners. The awards ceremony was held at the end of the event, and the winners were announced.

Conclusion

In conclusion, the school science fair was a huge success and demonstrated the scientific talents of our students. The event provided an opportunity for students to share their knowledge with the community and to learn from each other.

Recommendations

1. Increase the number of exhibits and displays.
2. Invite more judges from the scientific community.
3. Provide more prizes and awards.

Appendices

- List of winners
- Photos of the event
- Feedback from attendees

Question 1: Write a report on the Annual Day Celebration of your school.

Question 2: Write a report on a book fair organized in your school.

Question 3: Write a report on a visit to a local museum.

Question 4: Write a report on a cleanliness drive organized in your school.

Question 5: Write a report on a science exhibition held in your school.

Question 6: Write a report on a cultural event organized in your school.

Question 7: Write a report on a trip to a historical place.

Question 8: Write a report on a school sports day.

Question 9: Write a report on a seminar on environmental awareness.

Question 10: Write a report on a school assembly on a topic of your choice.

Formal Letter (Letter to the Editor, business letter)

In this world of multimedia all the people prefer to communicate through phones, fax, e-mail etc.; yet the importance of letters cannot be undermined. In fact, letters are the best means to communicate most intimate thoughts and feelings. Letters may be classified broadly into two kinds:

1. Informal Letters: Letters written to relatives and friends etc.
2. Formal letters: Application, Letters to the Editor, to business houses, firms, authorities etc.

Things to remember while writing Formal letters

Use impersonal yet pleasing tone.

Avoid using intimate greetings.

Be straight forward and to the point.

Be polite and formal.

Explain your point or issue with concrete details.

In case of a letter to the editor, don't request the Editor to help you to solve the problem.

He can only have your views published to generate public awareness.

Use proper layout/ format.

1. Letter to the Editor (Sample)

You are a resident of Balda village. The residents of your village are facing a lot of problems because there is no dispensary in the village and the nearest medical aid is about 40 km away. Write a letter to the Editor, The State Times, Ahmedabad, expressing the urgent need for opening a dispensary in your village.

Answer

Village Balda

Dist. Nalwi

23rd October, 20XX

The Editor

The State Times

Ahmedabad

Subject: Need to open dispensary

Sir

Through the columns of your esteemed newspaper, I would like to express the urgent need to open a dispensary in our village, Balda.

Sir, Balda is a progressive little village 40 km away from district Nalwi. The total population of the village is about 7000. But the people here are suffering a lot due to lack of medical facilities. There is no dispensary nearby. So, no medical aid is available to people in an emergency situation. The patients have to go to the city which is 40 km. It takes about one hour to reach there in cars. And, not everyone has such a facility. Often, patients die on way to hospital for want of proper medical aid. So, there is an urgent need to open a dispensary in the village.

Through your columns I request the authorities to take urgent action in this regard.

Yours sincerely

Signature

Rohan

2. Business Letter

You are Abhilash, the sports secretary of your school. Write a letter to M/S Aakash sports, Daryaganj, New Delhi asking them to replace the defective goods.

M/s Akash Sports

Daryaganj

New Delhi

15 October, 20XX

Subject: Complaint against the goods received

Sir

Please refer to your bill number 194 dated October 1, 20XX against which the sports goods have been sent to us.

We regret to write that the material sent by you has not been approved. The items supplied by you do not meet the specifications given in the order. Apparently all the items are substandard.

Anyway you are requested to replace the material by standard items within 15 days.

Yours faithfully

Signature

Abhilash

(Sports Secretary)

Exercise for practice

1. You are Kalyani Shankar of Kendriya Vidyalaya Karol Bagh New Delhi. You are very worried about the increasing pollution in your city. Write a letter to the Editor of a newspaper expressing your concern.
2. You are Parveen of 23 Civil Lines, Lucknow. Write a letter to the Editor of Bharat Times Lucknow about frequent breakdown of electricity. You can use the following points-
 - Irregular and erratic supply
 - Affects water supply
 - Dark Streets invite accidents
 - Any other point
3. You are Ankur, of 16, Vivek Vihar, New Delhi. You purchase a colour T.V. from Better Deals T.V., Karol Bagh, New Delhi. Write a letter to the Sales Manager complaining about the T.V., which is not functioning properly. Ask for the replacement of the TV set.

4. You are Rahul, living at 15, Kavi Nagar, Ghaziabad. Write a letter to Pradeep Electronics, Ghaziabad complaining that the washing machine, you brought from them last year has started giving trouble. Request them to send a mechanic to repair the washing machine.

Article

An article is a piece of writing which explicates ideas, thoughts, facts, suggestions and/or recommendations based on a particular topic. There are different kinds of articles, namely:

- **Expository article** – The most common type of article which allows the writer to put out information on any particular topic without the influence of their opinions.
- **Argumentative article** – An article in which an author poses a problem or an issue, renders a solution to the proposed problem and provides arguments to justify why their suggestions/solutions are good.
- **Narrative article** – An article in which the author has to narrate mostly in the form of a story.
- **Descriptive article** – An article written with the aim of providing a vivid description that would allow the readers to visualise whatever is being described. Using the right adjectives/adjective phrases is what will help you write a descriptive article.
- **Persuasive article** – An article aimed at persuading or convincing the readers to accept an idea or a point of view.

Format Of Article:

Part 1 – Heading: The article's heading should be engaging and not exceed more than five to six words. Make sure the heading does not have any spelling mistakes or grammar errors. Do not use unnecessary punctuation marks in the title. The heading carries 1 mark in article writing. To be precise, the article's heading should contain the gist of the topic. The reader should be able to tell what information they will get from reading that article.

Part 2 – Byline: A Byline is nothing but the name of the person who is writing the article. The person's name will be generally given in the question paper itself. If the person's name is not provided in the article, then write your name.

Part 3 – Article Body: The body is the main part of the article in CBSE format, which carries more weightage. Generally, the body of the article consists of at least three to four paragraphs.

Paragraph 1: Paragraph 1 is the introduction paragraph. It should be accurate. Precisely explain what the article is talking about. Try giving some quotations or facts to excite the interest of the readers. Keep the language simple.

Paragraphs 2 & 3: Paragraphs 2 and 3 must come with a complete analysis of the subject matter in question. They must include the following factors:

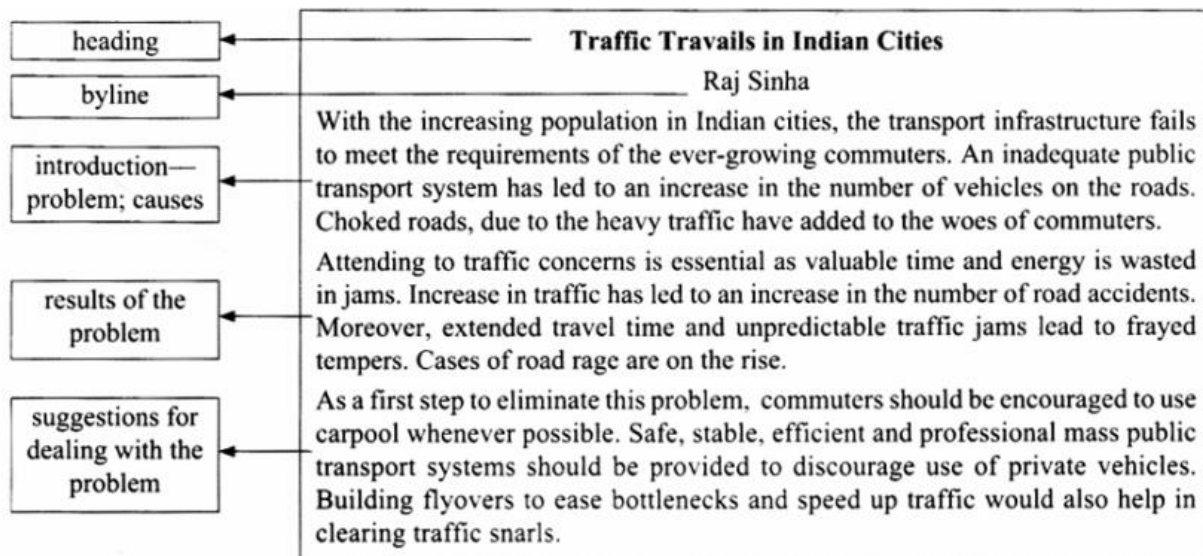
Types: Here, the writer must analyse and explain the different kinds of existing problems.

Current Scenario: Here, the writer must explain the problem's current situation and the actions taken to correct them. This may include advantages or disadvantages of the problem, etc.

Cause and Effect Relationship: Develop the cause and effect relationship by supporting facts or data. Here writer may also write the consequences.

Paragraphs 3 & 4: Paragraph 3 or 4 are commonly known as the conclusion paragraphs of the article format. It is important to conclude the article that you have started. Never leave an article open-ended. The conclusion paragraph should speak about the problems raised and what actions are taken to better the problem. Paragraphs 3 and 4 should be precise and clear.

Example:



How Do I Write a Good Article? – Tips and Techniques

In order to be able to write an article that makes sense in the first place, you have to keep a few things in mind.

- The first and foremost thing that you have to take care of when you are sitting down to write your article is to check if you are well aware of the topic you are going to write on.
- The second thing that you have to ask yourself is why you are writing the article.
- The next thing that you have to focus on is the kind of audience you are writing the article for because unless you know your audience, you will not be able to write it in a way that makes them want to read it.
- The language you use is very important because, without the right spelling, correct grammar, punctuation and sensible sentence structure, the article would not be able to sell itself.
- Use keywords so that you get a good number of reading audiences.
- Maintain coherence within and between paragraphs.
- Double-check the data and information you provide, irrespective of the type of article.
- Keep the title and description as short and catchy as possible.
- Edit and proofread before it is published.

Examples:

1. Write an article on 'Corruption in Public Places and Institutions in India'.

Ans.

Corruption in Public Places and Institutions in India

BY : XYZ

India got independence in 1947. Little did people think that the burden of the dark skinned masters would be more cumbersome and shattering than that the white rulers. Within decades, corruption and nepotism started polluting minds and morals of our leaders, politicians, bureaucrats and institutions. The Bofors scandal brought the downfall of Rajiv Gandhi's government. The charges were that the government charged commissions in the Bofors gun-deal. No political party has remained above board in the eyes of the people. In the Commonwealth Games in Delhi, crores of unaccounted money went into the pockets of the organisers and officials. Not only was the public money misappropriated but India's image had a serious dent in the outside world. Unfortunately, no one, right from the Prime Minister to an ordinary clerk, seems above board and free from suspicion.

The common masses are the worst sufferers. They have to bribe the corrupt officials in the offices, politicians in power and policemen in uniforms. Things must change or the anger of common masses knows no time nor direction.

2. Rahul/Rita came across the picture given below in a newspaper. It shows workers removing a large quantity of dead fish from a river. He/She was moved and decided to write an article for his/her school magazine on 'Environmental Degradation'. Write an article using your own ideas and the ideas from the unit on "Environment". Also, give suggestions on how water pollution can be curbed. Destruction Caused by Water Pollution.

Ans.

Environmental Degradation

BY: XYZ

The man has proved to be the greatest villain. He has destroyed nature and natural resources. He has caused havoc with the ecology and environment. The unprecedented deforestation has made our hills and mountains ugly and bare. Our water bodies are polluted. The green belts and forests are shrinking. In short, environmental degradation has become a major cause of concern in modern times.

We are callously indifferent to the environment. Unplanned urbanization and building activities have swallowed our forests, fields and greenery. The degradation of the environment has led to frequent floods and famines. The pollution of the seas and rivers has affected not only humans but also water-animals. A large quantity of dead fish is taken out of our rivers and lakes every year. The industrial and human wastes have made the water of our rivers and lakes unfit for human consumption. The emission of smoke and poisonous gases from the chimneys and vehicles has polluted the air beyond redemption.

There is a lot of hue and cry to save the planet Earth. Mere empty words without any real follow-up actions will serve no purpose. The rising global warming and the degradation of the environment must be stopped at once. Otherwise, this planet will no more be a pleasant place to live on.

EXERCISE

Question 1:

You read in the newspaper about a baby girl found abandoned at the railway station. You are touched by the fact that people consider the girl child as a burden and not as an asset. Write an article for a

magazine on 'Saving the Girl Child'. Take help from the hints provided. You are Neeraj Bhardwaj.

Hints

- Value and worth of girl child
- Female foeticide
- One million girls killed every year
- Boy-girl ratio getting imbalanced
- Girls will simply vanish from the face of the Earth
- Create awareness in society to put an end to this social evil

Question 2:

Due to selfish human activities and overuse of natural resources, global warming is taking place, which poses danger to humankind. Write an article to highlight the effects of global warming using the hints given below.

Hints

- Increase in Earth's temperature between 0.4-0.8 degrees Celsius.
 - Increased levels of greenhouse gases and excessive cutting of trees are the major causes.
 - Further rise between 1.4-5.8 degrees Celsius by 2100.
 - Rising sea levels, severe storms, and other severe weather conditions.
 - Can lead to ocean acidification, the collapse of tropical rain forests, and huge masses of ice falling into oceans.
 - Preventive steps should be taken to check global warming.
-

