

Preface

Grammar is the bedrock of any language. It gives a language its framework and creates meaning. Acquisition of grammar is implicit in the case of the mother tongue, but it is essential that learners of English as a second language familiarise themselves with the grammar of the language in order to achieve communicative competence. A structured approach to learning grammar has been found to be most beneficial in this regard. Teaching grammar as a set of rules and exceptions helps learners become aware of not only what is right or wrong, but also why it is right or wrong. The structural approach to teaching grammar helps students be better aware of the structure of the language as a whole, and be more informed in their use of the language in day-to-day communication.

The *English Grammar* series has been designed keeping in mind this very objective. It seeks to help learners achieve competence in their use of the language through a structured teaching of age-appropriate grammar. However, proper care has been taken to ensure that the teaching–learning process is not reduced to merely a dry recitation of rules and structures. Each grammar teaching point is supported by adequate age-appropriate examples. A number of activities of various kinds are given to ensure that the learning is task-based, and not based on memorisation of rules.

The organisation of each chapter is as follows:

- The learner is introduced to the topic either through examples or an activity based on prior knowledge.
- The main teaching points are covered in lucid language. No explanation is too wordy or complicated.
- Each teaching point is followed by a simple activity to reinforce the learning.
- Activities at the end of each chapter test cumulative learning. A variety of tasks, ranging from crossword puzzles to editing sentences or passages, has been included to ensure optimum learner engagement and to avoid tedium.

The book for each level also includes grade-appropriate composition topics, starting from simple functions like picture composition and framing sentences at the lower levels, to higher order tasks like essay and story writing at the higher levels. A labelled sample is provided at the beginning of each composition chapter, and learners are then expected to apply their learning to various tasks. The ideas or situations in the activities are age-appropriate and interesting so that learners can relate to those and find the tasks engaging.

English Grammar also comes with digital integration which enables learners to go beyond the textbook and learn better. Every chapter has a QR code, by scanning which the learner can access the digital content on the same topics and reap the benefits of blended learning.

It is hoped that in addition to being instructional, the *English Grammar* series will provide adequate practice to learners and make the process of learning grammar enjoyable.

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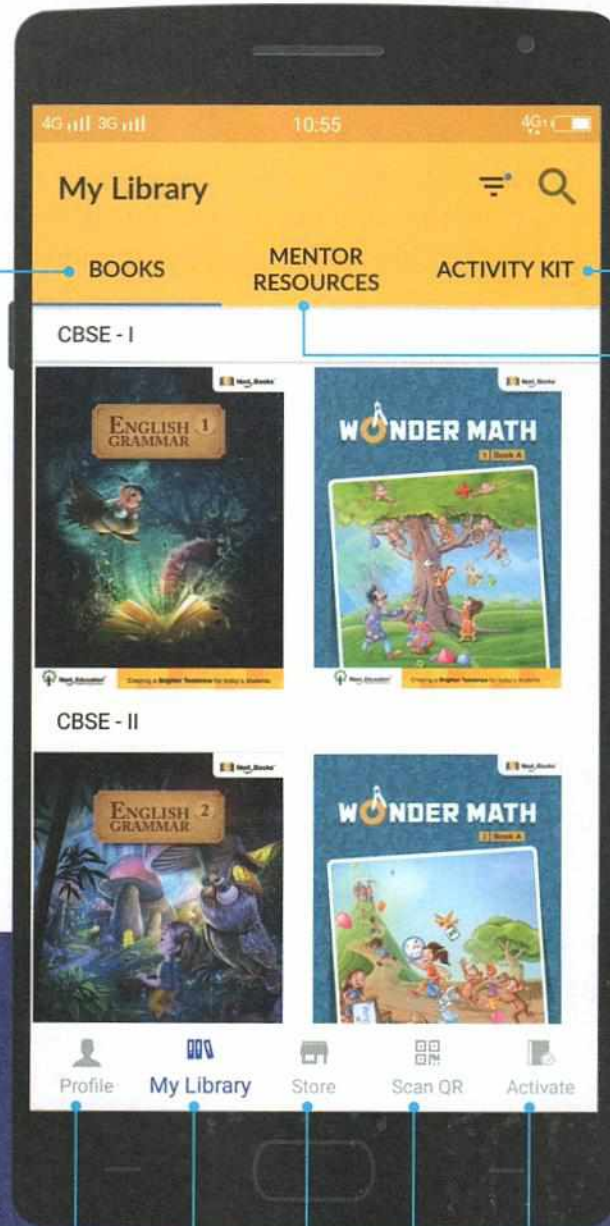


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Read the following sentences.

Mary has a pet *dog*.

Give me some *water*.

Aalim lives in a small *village*.

Raghu knows how to climb *trees*.



The words in red in the above sentences are **naming words**. *Mary*,

Aalim and *Raghu* are names of people. *Village* is the name of a place.

Tree and *water* are names of things. *Dog* is the name of an animal.

Naming words tell us the names of people, places, animals or things. They are also called **nouns**.

Let us look at a few more examples of naming words.



girl



boy



teacher





park



school



market



lion



elephant



pigeon



toy



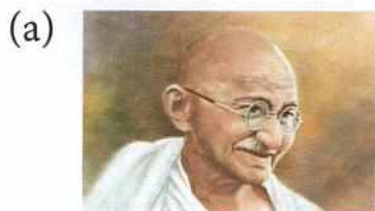
ice cream



pencil

1. Choose the names of the pictures from the box below. Write the correct name below each picture.

bus	girl	cat
tortoise	Mahatma Gandhi	Red Fort







(d)



(e)



(f)



2. Write the words given below in the correct columns of the table. One is done for you in each column.

lion	father	bottle	tree	car
Mumbai	rabbit	camel	Rita	fish
teacher	doctor	Delhi	park	box
China	pencil	school	giraffe	Rohit

People	Animal	Place	Thing
father	lion	Mumbai	bottle

3. Fill in the blanks with the correct naming words from the box below.

milk	office	toys	zebra	Mindy
------	--------	------	-------	-------

(a) Drinking _____ every day is very healthy.

(b) Sneha has many _____.

(c) My father's _____ is very far.

(d) _____ has many friends.

(e) A _____ has black and white stripes.



Recap

Words that are used to name people, places, animals or things are called **naming words** or **nouns**. For example, *Mohit* (name of a person), *market* (name of a place), *elephant* (name of an animal), *pencil* (name of a thing).



Read the following sentences.

Mili is a little *girl*.

Ramesh loves watching *movies*.

Timmy has a pet *rabbit* named *Candy*.

Ronnie loves to read. So, his *sister* gifted him a *book*.

She lives near the *Red Fort*.



Now, look at the words in red and green.

Do you remember what these words are called? These words are called naming words or nouns.

We have learned that naming words are names of people, places, animals or things. Now, let us learn more about naming words.

The words *Mili*, *Ramesh*, *Timmy*, *Ronnie*, *Candy* and *Red Fort* are names of specific people, a place and an animal. *Mili*, *Ramesh*, *Timmy* and *Ronnie* are names of specific people. *Red Fort* is the name of a particular fort. *Candy* is the name of a rabbit. These naming words are called **proper nouns**.

A **proper noun** is the name of a particular person, place, animal or thing.



The words *girl*, *movies*, *rabbit*, *sister* and *book* are naming words that refer to all girls, all movies, all rabbits, all sisters and all books. These are not names of particular people or things. Such naming words are called **common nouns**.

Common nouns are the names of people, places, animals or things in general. They are not the names of any particular person, animal, place or thing.

Now, look at this table. These are a few examples of common and proper nouns.

Common Nouns	Proper Nouns
people	Kiran, Rani, Sneha, Noorie, Lalita, Arav, Eshan, Rehman, Babita, Nilima, Anu
cities	Delhi, Mumbai, Hyderabad, Kolkata
countries	India, England, Japan, China, Nepal, Bangladesh
stories	The Ugly Duckling, Three Little Pigs, The Princess and the Frog
movies	Snow White and the Seven Dwarfs, Frozen, How to Train Your Dragon

The first letter of a proper noun is always a capital letter.

Examples:

*I went to **Agra** last month.*

***Mona** and **Tony** are best friends.*



All common nouns are written in small letters.

Examples:

This *city* has many *museums*.

Riya donated her old *clothes*.

The first letter of a common noun is a capital letter only when a sentence starts with it.

Examples:

Cherries are very sweet.

I like to eat *cherries*.



1. Find the proper nouns from the words given in the box below. Then, write them in the space provided. Remember to write the first letter of each word in capital. One is done for you.

animal

alice

mango

shillong

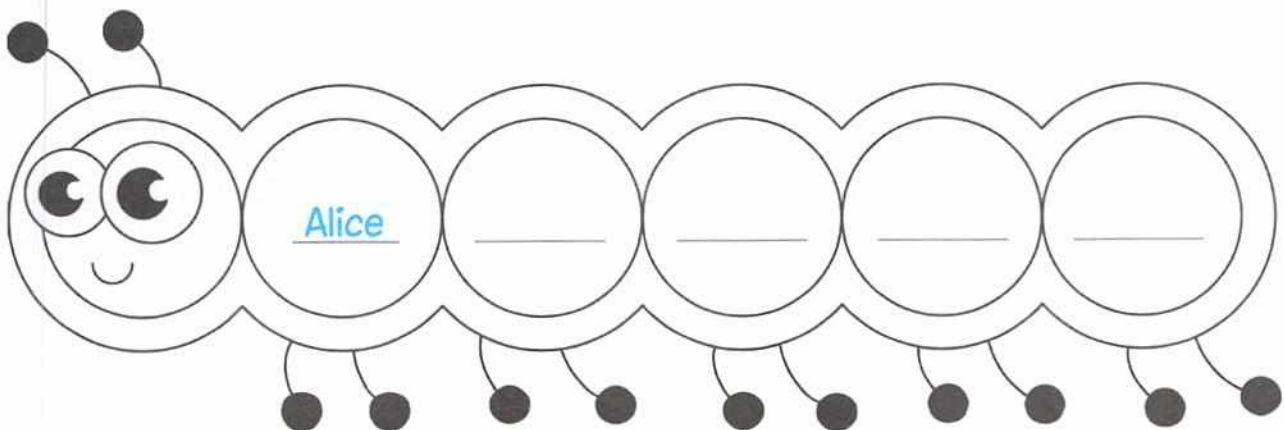
india

red fort

china

market

street



2. Fill in the blanks with the correct proper or common nouns from the box below.

pancakes Ramesh Russia cake New Delhi

- (a) The _____ was made by Ali.
 (b) The India Gate is in _____.
 (c) _____ went to the market yesterday.
 (d) Mia likes eating _____.
 (e) _____ is the largest country in the world.



3. Write a proper noun for each of the common nouns given below.

Common Noun	Proper Noun
country	
city	
movie	
person	
teacher	
subject	

4. Read the following sentences. Underline the mistakes in the use of capital and small letters. Rewrite the sentences correctly. One is done for you.

- (a) I went to tony's School yesterday.

I went to Tony's school yesterday.

(b) Susan has many Toys.

(c) I met my friend raj after two years.

(d) We came back from kashmir last week.

(e) My Cat fluffy loves Fish.

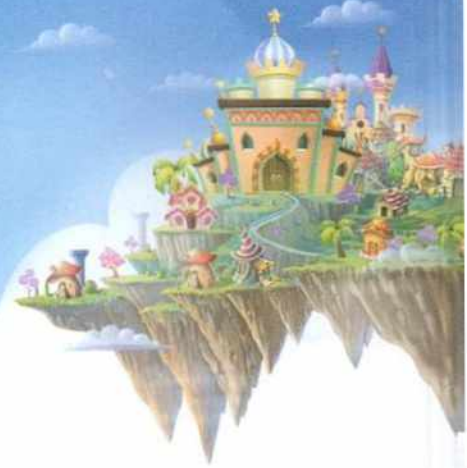


5. Underline the odd noun in each row. One is done for you.

- | | | | |
|-----------|--------|--------------|---------|
| (a) lion | cat | <u>Tommy</u> | dog |
| (b) Delhi | Mumbai | Pune | city |
| (c) girl | Sheena | woman | man |
| (d) China | India | Kenya | country |
| (e) story | Mickey | cartoon | book |

Recap

- A **proper noun** is the name of a particular person, place, animal or thing.
- **Common nouns** are names of people, places, animals or things in general.
- The first letter of a proper noun is always in capital. For example, *I went to **Agra** last month.*
- The first letter of a common noun is in capital only when the noun begins a sentence. For example, ***Cats** and dogs are domestic animals.*



Let us read about Monu.

This is Monu. He is a *student* of Grade 2. Monu lives in a *village* called Palampur. He lives with his *mother, father, grandfather, grandmother* and *sister*, Pinky. They have a small *farm*. They have a *cow*, a *bull*, a *rooster* and a *hen* at the farm. These farm *animals* give them milk and eggs.









Look at the words in red.

- *Father* and *grandfather* are two of the male members of Monu's family. These nouns are of *masculine gender*.
- *Mother, sister* and *grandmother* are the female members of Monu's family. These nouns are of *feminine gender*.
- Similarly, *cow* and *hen* are also nouns of *feminine gender*, while *bull* and *rooster* are nouns of *masculine gender*.
- The words *village* and *farm* are neither male nor female. They are of *neuter gender*. The name of any non-living thing is a noun of neuter gender.



- Words like *student* and *animal* can be used for both masculine and feminine genders. Thus, they are of *common gender*.









Look at the table below. These are some masculine and feminine gender nouns used for people.

Masculine	Feminine
 man	 woman
 boy	 girl
 king	 queen

Here are a few more examples.

Masculine	Feminine	Masculine	Feminine
son	daughter	uncle	aunt
brother	sister	headmaster	headmistress
father	mother	sir	madam
nephew	niece	prince	princess

Look at this table. These are some masculine and feminine gender nouns used for animals.

Masculine	Feminine
 <p data-bbox="459 629 533 671">lion</p>	 <p data-bbox="1070 629 1193 671">lioness</p>
 <p data-bbox="424 1000 571 1042">peacock</p>	 <p data-bbox="1070 1000 1193 1042">peahen</p>
 <p data-bbox="443 1365 544 1406">horse</p>	 <p data-bbox="1086 1365 1177 1406">mare</p>
 <p data-bbox="459 1730 533 1771">stag</p>	 <p data-bbox="1086 1730 1177 1771">hind</p>

Masculine



drake



ram



rooster

Feminine



duck



ewe



hen

Now, let us look a few common gender nouns.

Common

child

doctor

parent

friend

teacher

cousin

Now, let us learn a few neuter gender nouns.

Neuter



table



cup



bottle

1. Match the feminine gender with the masculine gender.

Feminine
sister
peahen
hen
cow
aunt
princess
duck

Masculine
prince
brother
drake
uncle
peacock
bull
rooster

2. Look at the given words. Write them in the correct columns in the table below. The first one in each column is done for you.

lioness	pencil	student	grandfather	tree
child	bird	car	drake	bull
teacher	nephew	book	friend	daughter
mare	sister	glass	son	stag

Masculine	Feminine	Neuter	Common
grandfather	lioness	tree	student

3. Identify and circle the nouns in the following sentences. Also, write their gender. One is done for you.

(a) Your aunt is a teacher in my school.

aunt - feminine, teacher - common, school - neuter

(b) The duck swam in the pond.

(c) Can you please take this pen?

(d) I took a bus to go to my school.

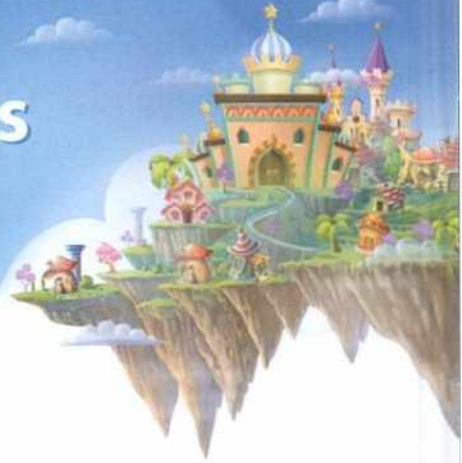
(e) Mala is a cricketer.

Recap

- Nouns can be divided into four types of gender: **masculine**, **feminine**, **common** and **neuter**.
- Nouns such as *boy*, *man*, *bull*, *rooster* and *drake* are of **masculine gender**.
- Nouns such as *girl*, *woman*, *cow*, *hen* and *doe* are of **feminine gender**.
- Nouns that are neither male nor female are of **neuter gender**. For example, *village*, *table*, *pen*.
- Nouns such as *student*, *child* and *teacher* can be used for both male and female gender. They are nouns of **common gender**.

4

Countable and Uncountable Nouns



Let us read these lines.

Four *boys* are playing *carrom*.

Two *girls* are watching the *game*.

Two *kittens* are playing with a ball of *wool*.



The words in red in the sentences above are nouns that can be counted. We can count them in number, such as *four boys*, *two girls* and *two kittens*. Such nouns are called **countable nouns**.

Countable nouns are names of things that can be counted. For example, *boy, girl, table, chair, apple, aeroplane, elephant, tree*.

Examples:

There were fifteen *oranges* in the *basket*.

Four *cats* are sitting on the *wall*.

Five *boys* are playing in the *park*.

There are two *biscuits* on the *table*.

My *sister* bought three *dresses*.



1. Circle the countable nouns in the sentences below.

- (a) Two little pigs are playing.
- (b) Tom's toys are in the bag.
- (c) The moon shines brightly.
- (d) Each box has ten pencils.
- (e) The teacher gave Arjun a few books.



Now, read this sentence.

*Two girls are watching the **game**.*

Countable nouns may also have *a*, *an* or *the* before them.

- **A** comes before singular countable nouns that start with a consonant sound.
- **An** comes before singular countable nouns that start with a vowel sound.
- **A** and **an** are used when we do not talk about particular people, places, things and animals.
- **The** is used when we talk about particular people, places, things and animals.

Examples:

*Jamal ate **a sandwich**.*

*Ramesh rode **a bus**.*

*These children are singing **a song**.*

*Lima ate **an apple**.*

***The buildings** are big.*

*I want to buy **the notebook** we saw yesterday.*



2. Rewrite the sentences given below by inserting *a*, *an* or *the* before the countable nouns. One is done for you.

(a) Mila has green dress.

Mila has a green dress.

(b) Nidhi had apple for breakfast.

(c) Raghu won first prize.

(d) My grandpa reads newspaper in the morning.

(e) Parrot is sitting on tree.



Now, read this sentence.

Two kittens are playing with a ball of wool.

Can you count the exact number of wool that the kittens are playing with? You cannot. Some things cannot be counted. Such nouns are called **uncountable nouns**.

Uncountable nouns are names of things that we cannot count. For example, *milk, water, rain, sugar, tea, time*.

- Uncountable nouns do not have any number, or *a* or *an* before them.
- Uncountable nouns may have *the* before them.

Examples:

Ramesh asked me for some water.

Ria had some milk and cereals for breakfast.



I drank all the *water* in the bottle.

Mini does not like *sugar* in her food.

3. Find countable and uncountable nouns from the box below. Write them in the correct columns of the table.

boat	sun	time	house
salt	tea	wall	juice
ring	road	light	water
farm	door	rain	air

Countable	Uncountable

Now, read the sentence again.

Two kittens are playing with a ball of wool.

To talk about the quantity of uncountable nouns, we add words such as *a bowl of, some, a lot, a little, much, a piece of* and *a bit* before them.

Examples:

Pass me *some salad*.

I don't need *a lot of water* to wash my cycle.

Add *a little honey* to your milk before drinking it.

Given below is a list of words that are used to measure uncountable nouns.

a bottle of	a ball of	a bag of	a pinch of
a sack of	a mug of	a bowl of	a carton of
a slice of	a bar of	a cube of	a spoon of
a bunch of	a glass of	a jug of	a bit of

Examples:

I gave Mary *a glass of juice*.

Sheetal added *a pinch of salt* to the curry.

We bought *two cartons of milk*.

I need *a spoon of butter* to bake the cake.



4. Match the following measuring words with the correct uncountable nouns.

Measuring word
a spoon of
a sack of
a bottle of
a pinch of
a bowl of

Uncountable noun
pepper
water
soup
wheat
sugar

5. Read the sentences given below. Correct the wrong measuring words.

(a) Roopal drank a piece of water.

(b) Jiya bought a sack of milk.

(c) Mother bought a cube of flour.

(d) My brother always adds a pinch of honey to his milk.

(e) Anand ate a jug of salad.

Recap

- **Countable nouns** are names of things that can be counted.
- **Uncountable nouns** are names of things that cannot be counted.
- To talk about the quantity of countable nouns, we use numbers, or *a*, *an* or *the*.
- To talk about the quantity of uncountable nouns, we use words such as *some*, *a lot*, *a little*, *much*, *a piece of* and *a bit of*.

5

Pronouns

Me, You, Him, Her, It, Us, Them



You have already learned that pronouns are words used in place of naming words in a sentence.

1. Underline the pronouns in the following sentences.

- (a) My dad got a puppy. It is very cute.
- (b) I want to eat an ice cream.
- (c) She gave the bag to Rashmi.
- (d) You were absent yesterday.
- (e) We had fun in the park.
- (f) Are they coming to school?
- (g) Will you please close the window?



In this chapter, we will learn about a few more pronouns.

Look at the following sentences.

*My mother bought **me** a new dress.*

*Mona wants to meet **you**.*

*Jiya helped **him** do the homework.*

*I gave **her** the book yesterday.*

*I liked the movie. We watched **it** yesterday.*



Our teacher taught *us* pronouns today.

The principal called *them* to her office.

Now, look at this sentence again from the examples given in the previous page.

My mother bought *me* a new dress.

In this sentence, the pronoun *me* refers to the speaker.

Me is used when the speaker talks about herself or himself.

Examples:

Are you listening to *me*?

Give it to *me*!

Suman did not listen to *me*.

John invited *me* to his house.

Now, look at this sentence.

Mona wants to meet *you*.

Here, the pronoun *you* refers to one or more people that the speaker is talking to.

You is used when the speaker talks about the listener. **You** may refer to one or more persons.

Examples:

Did he give *you* the letter?

Did Hanif meet *you*?

What are all of *you* doing here?

He made *you* a cake.



2. Tick (✓) the correct pronouns for the sentences below.

(a) Did Disha meet (me/you) today?

(b) I lost my pencil today. Preeti told (you/me) that I can use her pencil.

(c) I know Arun gave (me/you) the book.

(d) You should eat more fruits. It's good for (me/you).

(e) I was waiting for Sai. He said he would meet (me/you) today.



Now, look at these sentences.

*Jiya helped **him** do the homework.*

*I gave **her** the book yesterday.*

*I liked the movie. We watched **it** yesterday.*

In these sentences, all the words in red are used to talk about a single person or thing.

We use the pronoun **him** to talk about a boy or a man. We use **her** to talk about a girl or a woman. The pronoun **it** is used for an animal or an object.

Examples:

*The children called **him** to the farm.*

*The police helped **her**.*

*Suresh found a box. **It** had colourful balls.*



3. Fill in the blanks with correct pronouns given in brackets.

- (a) Zahid asked his friend to come with _____ (him/her).
- (b) She locked her cycle to keep _____ (him/it) safe.
- (c) The dog was happy. The children gave _____ (her/it) food.
- (d) This is my pencil. I like writing with _____ (him/it).
- (e) Sheena's father gave _____ (her/him) a pancake to eat.

Now, read these sentences.

*Our teacher taught **us** pronouns today.*

*The principal called **them** to her office.*

Both **us** and **them** are used to talk about a group of people.

Us and **them** are used in place of more than one person. When we are a part of the group about which we are talking, we use the pronoun **us**. When we are not a part of the group, we use **them**.

Examples:

*The teacher called **us**.*

*We went looking for **them**.*

*We hid and Lubna looked for **us**.*

*Give **them** some water.*

4. Look at the pictures. Fill in the blanks with *us* or *them*.

(a)



Daddy got _____ new toys.

(b)



The monitor took _____ to the principal's office.

(c)



The teacher gave _____ a book from the library.

(d)



My mom's friends came to our house. Mom went to watch a movie with _____.

5. Match the nouns and pronouns in column A with the correct pronouns in column B.

A
Jaya
I
The woman
Sahil
The pen
Ram and Shyam
Rakhi, Shweta and I
Victoria Memorial

B
him
her
it
them
us
her
it
me

Recap

- *Me* is used when the speaker talks about herself or himself. For example, *My mother bought me a new dress.*
- *You* is used when the speaker talks about the listener. For example, *Sujata wants to study with you.*
- We use the pronoun *him* to talk about a boy or a man. For example, *Farook is a good batsman. Everybody wants him in the team.*
- We use *her* to talk about a girl or a woman. For example, *Tina thanked the policeman for helping her.*
- The pronoun *it* is used in place of an animal or an object. For example, *Suresh found a box. It had colourful balls.*
- *Us* and *them* are used to talk about more than one person. *Us* is used if the speaker is included in the group. *Them* is used if the speaker is not included in the group. For example, *The doctor invited us home; Give them some rice.*



Look at these sentences.



My mother gave me
a *red* scarf.



The garden had
beautiful flowers.



I bought some
colourful balloons.

The words *red*, *beautiful* and *colourful* describe the naming words that come after them.

Words that describe the qualities of naming words are called
describing words.

Examples:

The king had a *huge* palace.

The *little* girl is playing with a hula hoop.

Meera is a *good* swimmer.

Empty vessels make more noise.



1. Circle the describing words in the given sentences.

- (a) Nikhil has a cute puppy.
- (b) She had a red apple in her bag.
- (c) The tiny chick walked around the farm.
- (d) Mother got me a bunch of green grapes.
- (e) Sulekha's garden has beautiful flowers.

2. Fill in the blanks with the most suitable describing words given in brackets.

- (a) The students are _____. (*noisy/pink*)
- (b) My father bought a _____ car. (*new/round*)
- (c) This is a _____ idea. (*heavy/good*)
- (d) She is eating a _____ cake. (*dirty/chocolate*)
- (e) Ravi went to school by a _____ bus.
(*yellow/tiny*)

3. Look at the given sentences. Find out the incorrect describing word in each sentence. Rewrite the sentences with the correct describing word. One is done for you.

- (a) Ananya lives in a long house.

Ananya lives in a big house.

- (b) Meena has big hair.

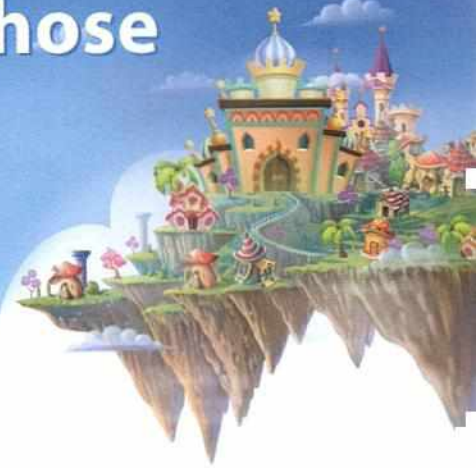
- (c) Sonal is a long girl.

(d) Can you pass me the funny bottle?

(e) An ant is a big insect.

Recap

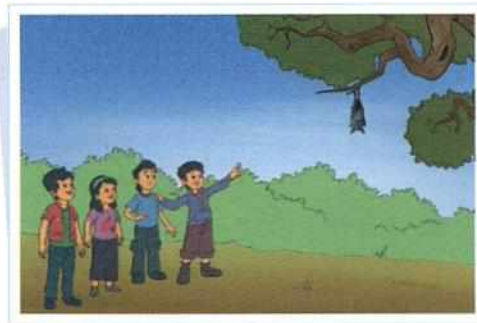
Words which describe the naming words in a sentence are called **describing words**. For example, *small*, *huge*, *black*



Look at these sentences.



This is my new pen.



Look at *that* bat hanging from the tree!



These mangoes are very sweet.



Keep *those* books in the shelf.

In the above sentences, the words in red are used to point out particular objects – *this* pen, *that* bat, *these* mangoes, *those* books.



The words **this**, **that**, **these** and **those** help us talk about particular people or things. They are always followed by a naming word in a sentence.

Examples:

This tie was gifted by my mother.

I want to read *that* book.

These puppies are very playful.

Those oranges are very sour.

Let us now learn how to use these words.

Singular Forms

- **This** – used for a person or thing near us.

Examples:

I like *this* colour.

This cake is delicious.

- **That** – used for a person or thing far from us.

Examples:

Ashi lives in *that* house.

That is my youngest brother.



Plural Forms

- **These** – used for more than one thing or person near us.

Examples:

These paintings are so beautiful.

Let us buy *these* books.

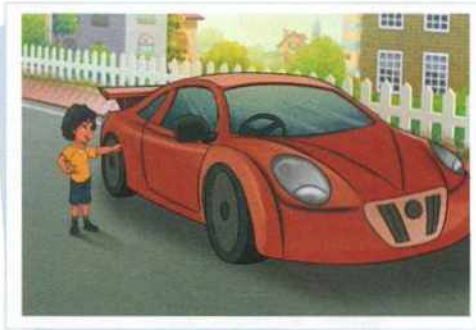
- **Those** – used for more than one thing or person that are far from us.

Examples:

Those boots are too expensive.

We can't eat those fruits now.

1. Look at the pictures and fill in the blanks with *this* or *that*.



(a) _____ car



(b) _____ dustbin



(c) _____ flower vase



(d) _____ ice cream

2. Read the sentences given below and tick the correct option.

(a) **These** **This** boys are very naughty.

(b) Bring **that** **those** ball to me.

(c) **This** **These** students always reach class on time.

(d) Be careful of **that** **those** dog.

(e) **This** **These** book is very interesting.

3. *This, these, that* and *those* have been incorrectly used in the following sentences. Look at the pictures and correct the mistakes. One is done for you.



(a) Look at ^{those}~~that~~ balloons.



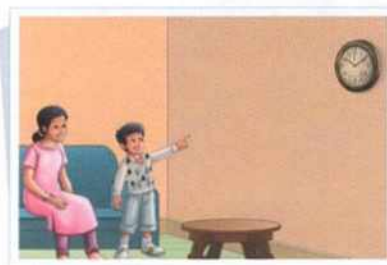
(b) This paintings are from Italy.



(c) Catch those ball.



(d) These computer is mine.



(e) Those clock is not working.

Recap

- *This, that, these* and *those* are used to talk about particular people or things.
- *This* and *that* are used for one person or thing. *These* and *those* are used for more than one person or thing.
- *This* and *these* are used to refer to people or things near us.
- *That* and *those* are used to refer to people or things far from us.



Tara is a new student in class. Let us read what she says about herself.

Hello! I **am** Tara. I **am** a new student.
 My father's name **is** Sanjeev. My mother's
 name **is** Tanuja. Both of them **are** teachers.
 We **were** living in Pune before coming to
 this city. I studied in St. Joseph's School.
 It **was** very close to my house.



The words **am**, **is**, **are**, **was** and **were** are always used with nouns or pronouns. These words are verbs. But they do not tell us about any action. They tell us about the time an action takes place. They also help in giving more information about the noun or pronoun.

Examples:

I **am** wearing a red dress.
 She **is** eating pizza.
 They **are** eating doughnuts.
 The food **was** spicy.
 My parents **were** feeding the
 duck in the pond.



Let us read this sentence from the passage.

*I **am** Tara.*

In this sentence, **am** is used with *I*.

Am is always used with *I*.

Examples:

*I **am** healthy.*

*I **am** a dancer.*

*I **am** wearing a red saree.*



Now, let us read another sentence from the passage.

*My mother's name **is** Tanuja.*

In this sentence, **is** tells us about one person, Tara's mother.

When we talk about one person, place, animal or thing in the present tense, we use **is**.

Examples:

*That **is** a yellow bus.*

*She **is** a doctor.*

*The wolf **is** a clever animal.*



Look at another sentence from the passage.

*Both of them **are** teachers.*

In this sentence, **are** tells us about more than one person.

When we talk about more than one person, place, animal or thing in the present tense, we use **are**.

We also use **are** with *you*.

Examples:

There **are** three trees in my backyard.

Aziz and Murugan **are** playing in the garden.

You **are** kind and gentle.



1. Write the words given in the box under the columns *am*, *is* or *are*.
One is done for you.

she	he	I	it	you
we	they	these	that	this
am	is	are		
	she			

Now, look at this sentence.

It **was** very close to my house.

In this sentence, **was** tells us about one thing in the past, namely Tara's school.

We use **was** to talk about one person, place, animal or thing in the past.

Examples:

I **was** doing my homework.

She **was** a great dancer.

Now, look at another sentence from the passage.

We **were** living in Pune before coming to this city.

In this sentence, **were** tells us about more than one person in the past.

We use **were** to talk about more than one person, place, animal or thing in the past. **Were** is used with the pronouns *you*, *we* and *they*.

Examples:

You **were** not present yesterday.

They **were** walking on the road.



2. Fill in the blank in each sentence with the correct option.

(a) I _____ going to watch a movie today.

i) am ii) is iii) are

(b) It _____ very hot today.

i) am ii) is iii) are

(d) Mina, Rohit and Sumit _____ football players.

i) am ii) is iii) are

(e) They _____ not present in the party yesterday.

i) are ii) was iii) were

(f) Nina _____ a great dancer when she was young.

i) is ii) was iii) were



3. Find the errors in the given sentences and rewrite them correctly.
One is done for you.

(a) The key are on the shelf.

The key is on the shelf.

(b) Shivani and Sanjana is friends.

(c) The children is cleaning their room.

(d) I are in Delhi last week.

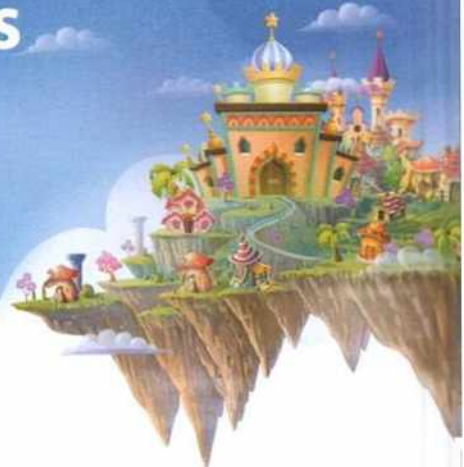
(e) This are a very beautiful dress.



Recap

- *Am* is always used with *I*.
- We use *is* to talk about one person, place, animal or thing in the present tense.
- We use *are* to talk about more than one person, place, animal or thing in the present tense. We also use *are* with *you*.
- When we talk about one person, place, animal or thing in the past, we use *was*.
- When we talk about more than one person, place, animal or thing in the past, we use *were*.

Present Continuous Tense



We have learned about the Simple Present tense in the previous grade. The Simple Present tense is used to talk about things that happen every day.

Examples:

The sun rises in the east.

Mummy goes to office every day.

Now, let us read this conversation between Saba and Sonu.

*Saba: Look at Pooja. She **is wearing** the new dress her mother gave her. Where is she going?*

*Sonu: She **is going** to watch a movie.*

Saba: How do you know that?

*Sonu: She **is holding** the movie tickets in her hand. Can you see them?*

Saba: Ah! I see them now! What is she eating?

*Sonu: She **is eating** cotton candy. Mmm, it looks delicious!*

The words in red in the conversation are verbs that talk about actions that are happening now. These verbs are in the **Present Continuous tense**.



The **Present Continuous** tense tells us about actions that are happening now.

The structure of the **Present Continuous tense** is:

is/am/are + verb + -ing

Examples:

is + dance + -ing → is dancing

are + sing + -ing → are singing

- We use *is* with singular nouns and pronouns.
- We use *are* with plural nouns and pronouns. We also use *are* with the pronoun, *you*.
- We use *am* with the pronoun *I*.

Examples:

Mohan is cycling.

They are singing.

I am dancing.

You are studying.



1. Underline the verbs in the Present Continuous tense in the sentences given below. One is done for you.
 - (a) Sujal is eating a banana.
 - (b) The dogs are chasing the rabbits.
 - (c) Nivi is watching television.
 - (d) The monkeys are throwing stones at the visitors.



(e) Polly is painting a picture.

(f) Uncle is buying a cake.

2. Look at the pictures given below. Complete the sentences using the Present Continuous form of the verbs given in the box.

read

eat

drive

go

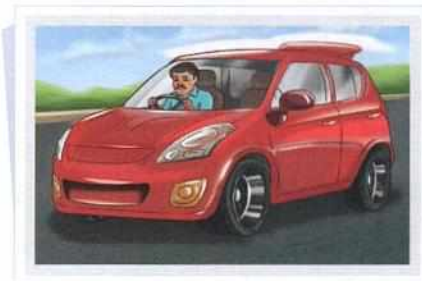
(a) Ria _____ cornflakes.



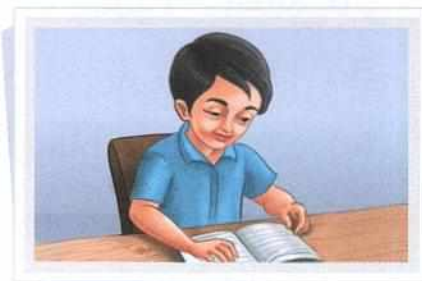
(b) The children _____ to school.



(c) The man _____ the car.



(d) Rohan _____ a book.



3. Read the sentences given below. A few of them are in the Simple Present tense and a few are in the Present Continuous tense. Place the sentences in the correct columns. Two are done for you.

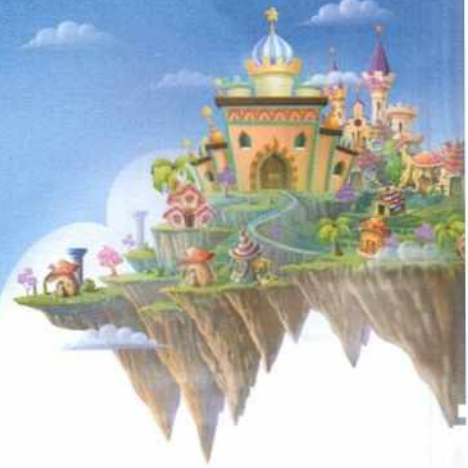
- (a) Priya goes to the park in the morning.
- (b) Sam is chopping vegetables.
- (c) We are playing kabaddi.
- (d) I read every night.
- (e) Subbu is working on the project.
- (f) I go to karate classes every Sunday.
- (g) Radha and Shreya are performing in the school function.
- (h) My mother works for a bank.



Simple Present	Present Continuous
<p>Priya goes to the park in the morning.</p>	<p>Sam is chopping vegetables.</p>

Recap

- The **Present Continuous tense** tells us about actions that are happening now.
- The structure of Present Continuous tense is: is/am/are + verb + -ing.
For example, *is + play + -ing* → *is playing*



Look at the pictures and read the following sentences.



Smita *cooked* dinner.



Gia *asked* a question.



Rama *played* with her friends.

In the above sentences, Smita has already cooked dinner, Gia has already asked the question and Rama has already played with her friends. The actions have been completed and are not happening anymore.

The words in red in the above sentences talk about actions that have already happened. These words are in the **Simple Past tense**.

The **Simple Past tense** talks about actions or events that have already happened.

Examples:

We *played* with blocks.

Sheena *tied* her shoelaces.



Beena *called* her sister.

The baby *cried*.

I *Painted* the picture yesterday.

1. Underline the verbs in the Simple Past tense in the sentences below.

(a) She danced on the stage.

(b) My parents watched a movie yesterday.

(c) Ravi waited for his sister at the bus stop.

(d) Sanjana asked a question.

(e) My brother and I played music on the radio.



Read this sentence again.

Smita *cooked* dinner.

In this sentence, the verb *cook* has been changed to its Simple Past tense form *cooked* by adding **-ed**.

We add **-d**, **-ed** or **-ied** to verbs to change them to their past tense forms.

Let us learn the rules for changing verbs to their past tense forms.

- If a verb ends with a vowel (the letters a, e, i, o, u), we add **-d** to change it to its Simple Past form.

Examples:

close – closed

smile – smiled

dance – danced

- If a verb ends with a consonant (all the letters except the vowels), we add **-ed** to change it to its Simple Past form.

Examples:

jump – jumped

play – played

cook – cooked

- If a verb ends with a consonant followed by a **y**, we change the **y** to **i** and add **-ed** to change it to its Simple Past form.

Examples:

cry – cried try – tried

- Complete the sentences with the Simple Past forms of the verbs given in brackets.
 - Anil _____ (*love*) the movie.
 - Priya _____ (*agree*) to become the class monitor.
 - The children were not _____ (*allow*) to talk while eating.
 - Sneha _____ (*follow*) the instructions.
 - Ravi and Arun _____ (*ask*) many questions.
 - Vineet _____ (*try*) to open the present his mom gave him.
 - Timur _____ (*close*) the door.
- Choose the correct verbs to match the pictures given below. Change them to their Simple Past forms and fill in the blanks.

climb

play

like

study

- (a) Arjun _____ with his friends.



- (b) The monkey _____ the tree.



(c) The children _____ in the park.



(d) Lisa _____ her Christmas gifts.



4. Read the sentences given below. Correct the tense of the verbs by changing them to the Simple Past tense. One is done for you.

(a) Rani and Sahil looks under the seat.

Rani and Sahil looked under the seat.

(b) I was scare to enter the dark room.

(c) My father book tickets for us.

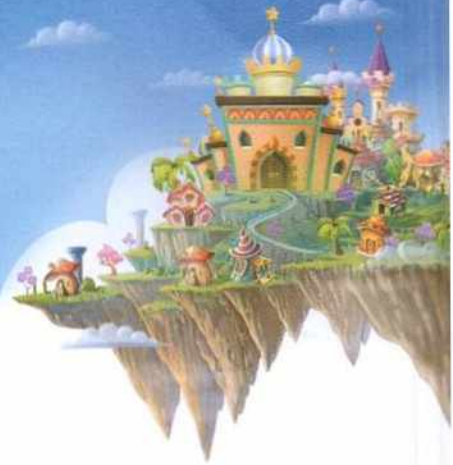
(d) The prince marry the princess.

(e) Sheela stay at her sister's home yesterday.



Recap

- The **Simple Past tense** tells us about actions or events that have already happened.
- These rules are followed while changing verbs to their past tense forms:
 - If a verb ends with a vowel, **-d** is added at the end. For example, *bake – baked*
 - If a verb ends with a consonant, **-ed** is added at the end. For example, *call – called*
 - If a verb ends with a consonant followed by *y*, *y* is replaced with **-ied**. For example, *try – tried*



In the previous grade, you learned about adverbs that tell us how an action is done.

Let us read this passage.

One day, an elephant entered a mango grove. The monkeys in the grove got very scared on seeing him. They jumped *here* and *there*.



Look at the words in red.

In the passage above, the words *here* and *there* are adverbs because they tell us where the action of jumping takes place. Such adverbs, which tell us where something happened, are called **adverbs of place**.

Adverbs of place tell us where an action takes place. They do not end with **-ly**.

Examples:

Let us go *inside*.

Keep the book *near* her.

Go *there* and stand still.

We looked for him *everywhere*.



1. Find five adverbs of place from the word search given below.

I	V	H	O	U	Q	K
M	N	E	A	R	R	F
N	M	R	Y	K	W	A
T	H	E	R	E	R	R
I	O	V	T	M	E	L
S	I	N	S	I	D	E
K	Z	L	N	S	Y	R

2. Circle the adverbs of place and underline the verbs they modify in the following sentences.

- (a) I am reading here.
- (b) Children are playing outside.
- (c) The books are kept there.
- (d) My father is sleeping upstairs.
- (e) You can sit anywhere you want.

Recap

- **Adverbs of place** tell us where an action takes place. They do not end with **-ly**.

12 Article

The



We have learned about the articles *a* and *an* in the previous grade. *An* is used before naming words starting with the vowel (a, e, i, o and u) sounds. *A* is used before naming words starting with the consonant (all the other letters except vowels) sounds.

1. Fill in the blanks with *a* or *an*.

(a) Give me ____ pencil.

(b) I saw ____ elephant in the zoo.

(c) There are twelve hours in ____ day.

(d) Let's buy ____ gift for Riya. It's her birthday tomorrow.

(e) ____ ant bit me!

Now, read the passage given below.

*Last week, I went to a zoo with my parents. **The** zoo was very big and had many animals. We saw two lions in a huge cage. **The** lions were big and strong. There was a flock of colourful birds by **the** lake. **The** cafe at **the** zoo served delicious lunch. After lunch, we visited **the** aquarium inside **the** zoo.*



Look at the words in red in the passage.

Here, *the* is used to talk about a specific zoo that the speaker visited, and the lions, the lake, the cafe and the aquarium inside that particular zoo.

We use *the* to talk about a particular person, animal, place or thing.

Examples:

The bird is sitting on *the* branch.

I loved *the* book you gifted me.

Let us look at a few more examples.

I like *the* dress you sent me.

In this sentence, *the* suggests that the speaker is talking about one dress in particular (the dress that the listener sent the speaker).

The movie that I watched yesterday was boring.

In this sentence, *the* suggests that the speaker is talking about a particular movie (the movie she/he watched yesterday).

Now, let us learn about the cases in which we use *the*.

- We use *the* to talk about things we have already talked about before.

Example:

I saw a cap in a shop. I really wanted my parents to buy me *the* cap.



In the first sentence, *a* is used to talk about the cap because it is being talked about for the first time. In the second sentence, *the* is used to talk about the cap because it is already talked about once.

Examples:

My parents gave me a puppy for my birthday.

The puppy is very playful.

I read a book over the weekend. *The* book was about fantastic creatures.



- We use *the* if the noun being spoken about is one of a kind or unique.

Examples:

The earth revolves around *the* sun.

The moon is shining in the sky.

We went to Agra to see *the* Taj Mahal.



- Names of the four directions

Examples:

the north, *the* south, *the* east, *the* west

The sun rises in *the* east.



2. Colour the words before which *the* is added.

alligator	west	kite	Charminar	bag
sun	book	bird	moon	sky

3. The word *the* is missing in the sentences given below. Rewrite the sentences using *the*. One is done for you.

(a) I lost ball I bought yesterday.

I lost the ball I bought yesterday.

(b) Sky is cloudy today.

(c) Sun sets in west.

(d) World is running out of water.

(e) I saw a huge ship yesterday. I want to travel in ship.



Recap

- The article *the* is used to talk about a particular person, thing, place or animal.
- We use *the* to talk about things we have already talked about. We use *the* to talk about nouns that are one of a kind. We also use *the* before names of directions.



Read the following sentences.

*Sachin is a swimmer **and** a football player.*

*Maria likes mangoes, **but** she hates oranges.*

*Mohan can take a train **or** a bus to go to his village.*

In the sentences above, the words **and**, **but** and **or** are **conjunctions**.

Conjunctions are joining words. They join words or sentences.

Read this sentence again.

*Sachin is a swimmer **and** a football player.*

In this sentence, **and** shows us that there are two things that Sachin can do.

If we remove **and**, we can break the sentence into two separate sentences:

Sachin is a swimmer.

Sachin is a football player.

We use **and** to combine two sentences into one.



1. Match the sentences in column A with the sentences in column B. Then, join them with *and* and write them in the space given below. One is done for you.

A
Honey is sweet.
Suman is kind.
She likes to sing.
Mike is healthy.

B
She likes to dance.
Mike is strong.
Suman is helpful.
Honey is tasty.

- (a) Honey is sweet and tasty.
- (b) _____
- (c) _____
- (d) _____



Now, read this sentence.

*Maria likes mangoes **but** hates oranges.*

Here, the speaker uses the conjunction *but* to show that the way Maria feels about oranges is different from the way she feels about mangoes.

The word *but* is used to join two sentences that talk about things or ideas that are different from each other.

Examples:

I can play badminton. I cannot play cricket.

*I can play badminton, **but** I cannot play cricket.*

Ravi is tall. His brother is short.

Ravi is tall **but** his brother is short.

2. Read the following sentences. Join them using *but*. One is done for you.

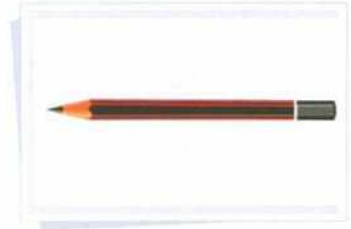
(a) I bought a pencil. I lost it.

I bought a pencil, but I lost it.

(b) I like apples. I do not like grapes.

(c) Micky writes with a pencil. Anu writes with a pen.

(d) Jack is smart. Mary is smarter.



Now, read this sentence.

Mohan can take a bus **or** a train to go to his village.

Here, the conjunction **or** is used to talk about two different things that Mohan can choose between.

Or joins two sentences that talk about different choices.

Examples:

Do you want milk? Do you want fruit juice?

Do you want milk **or** fruit juice?

I want to be a teacher. I want to be an engineer.

I want to be a teacher **or** an engineer.

3. Read the following sentences and join them using *or*.

(a) I can go to the fair on Monday. I can go to the fair on Tuesday.

(b) Do you want a blue pen? Do you want a red pen?

(c) Is this a textbook? Is this a notebook?

(d) You can take a bus. You can take a taxi.



4. Use *but*, *or*, or *and* to complete the following sentences.

(a) Naina slipped _____ fell down the stairs.

(b) My father is not a doctor _____ a teacher.

(c) I walked home, _____ I was not tired.

(d) Aslam wants to be a cricketer _____
a basketball player.

(e) My grandma _____ I bought jackets
for winter.

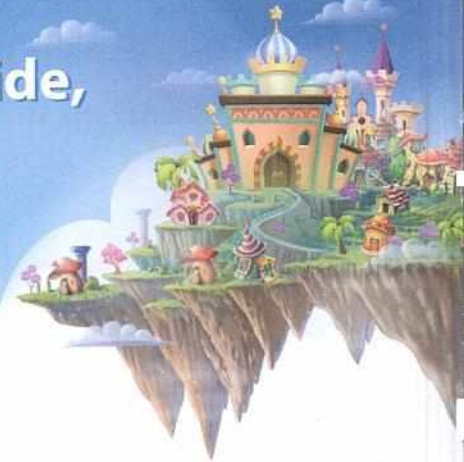


Recap

- **Conjunctions** are joining words. They join words and sentences.
- We use *and* to combine two sentences into one.
- The conjunction *but* is used to join two sentences that talk about things or ideas that are different from each other.
- *Or* joins two sentences that talk about different choices.

Prepositions

Under, Over, Inside, Outside,
Below, At, In, On



In Grade 1, we have learned about the prepositions *in* and *on*.
Prepositions tell us where a person, place, animal or thing is.

1. Fill in the blanks with *in* or *on*.

- The book is _____ the table.
- Can you please keep these clothes _____ the cupboard?
- The chocolate is _____ the fridge.
- The cat slept _____ the bookshelf.
- Please come _____.

Now, look at the following sentences.

The bucket is *under* the sofa.

The airplane is flying *over* the clouds.

The doll is *inside* the box.

The cat is *outside* the box.

The black box is *below* the white box.

I wake up *at* 6 a.m. every day.



I went to Shimla *in* May.

Priyam will meet you *on* Monday.

Look at the following phrases from the sentences on the previous page.

Under the sofa, *over* the clouds, *inside* the box, *outside* the box, *below* the white box, *at* 6 a.m., *in* May and *on* Monday.

The words *under*, *over*, *inside*, *outside* and *below* tell us about the position of the naming words in the sentences. The words *at*, *in* and *on* tell us about time. Such words are called **prepositions**.

Words that show position and time in a sentence are called **prepositions**.

Examples:

My book is *under* the bed.

The little puppy is *inside* the box.

The bird flew *over* the tree.

The kitten is *outside* the basket.

I will meet you *at* 5 p.m.

Riya was born *in* 2012.

Raghu came to my house *on* Saturday.



2. **Underline the prepositions in the following sentences.**

(a) The dog jumped over the fence.

(b) The puppy was hiding under the table.

(c) There was a bird outside the window.

(d) Sona will come home at 6 o'clock.

(e) I have Karate classes on Monday and Wednesday every week.

Let us now look at the usage of each preposition.

- We use the preposition **under** to say that something is below something else.

Example:

*The dog is **under** the chair.*

- We use the preposition **over** to say that something is above something else.

Example:

*The butterfly flew **over** the flowers.*



- We use the preposition **inside** to say that something is within something else.

Example:

*My keys are **inside** my bag.*

- We use the preposition **outside** to say that something is out of something else. It is the opposite of inside.

Example:

*The books are **outside** the bag.*

- We use the preposition **below** to say that something is kept/placed at a position lower than something else.

Example:

*I hung the red flag **below** the blue one.*

- We use the preposition **at** to talk about a specific time.

Example:

*The match will start **at** 8 o'clock.*

- We use **in** to talk about a period of time, such as days, months, years and seasons.

Example:

We will go to the village **in** summer.



- We use **on** to talk about a day or date on which a particular event happens.

Example:

Santa brings gifts for children **on** Christmas.

3. Write the correct preposition below each picture to show the position of Fluffy, the penguin. Choose the prepositions from the box below.

inside

outside

under

over









4. Underline the correct preposition.

(a) We walked (above/outside) the classroom.

(b) Sameer threw the garbage (inside/under) the dustbin.

(c) The dog jumped (outside/over) the bushes.



(d) The children found the puppy (*inside/over*) the house.

(e) My grandparents came home (*on/in*) the afternoon.

5. Form sentences using the prepositions given below.

(a) under (b) over (c) in (d) below

(e) outside (f) on (g) inside

Recap

- Words show position and time in a sentence are called **prepositions**.
- The preposition *under* tells us that someone or something is below something else.
- The preposition *over* is used to say that something is above something else.
- The preposition *inside* is used to say that something is within something else.
- The preposition *outside* is used to say that something is out of something else.
- The preposition *below* is used to say that something is kept/placed at a position lower than something else.
- The preposition *at* is used to talk about specific time.
- The preposition *in* is used to talk about a period of time such as days, months, years and seasons.
- The preposition *on* is used to talk about a day or date on which a particular event happens.



Let us read what Amy and Zoya are talking about.

Amy: Hey Zoya! **What** did you do during the vacation?

Zoya: Hi Amy! I went on a trip with my parents.

Amy: Really? Me too! **Where** did you go?

Zoya: We went to Delhi. **Which** place did you visit?

Amy: We went to Chennai. My uncle lives there.

Zoya: **When** did you come back?

Amy: We came back ten days ago.

Zoya: **Why** did you come back so soon?

Amy: My brother fell sick. He is fine now.

Zoya: Okay. Glad to know that he is fine now.



Look at these sentences from the above example.

What did you do during the vacation?

Where did you go?

Which place did you visit?

When did you come back?

Why did you come back so soon?



In these sentences, the words *what*, *where*, *which*, *when* and *why* are used to ask questions. Such words are known as **question words**.

Examples:

When will you go home?

What are your plans?

Why did you do this?

Where is the food court?

Which chocolate do you want to have?

1. Read the sentences given below and circle the question words.

- (a) Why were you late for class today?
- (b) What did the naughty monkeys do?
- (c) When do you practise dance?
- (d) Which way should I go?
- (e) Where does Simran stay?



Let us now look at these two sentences.

Which dress did you wear?

When did you come back?

In the first question, *which* is used to ask a choice or something in particular. In the second question, *when* is used to ask about time. So, we see that each question word is used to ask about a different thing.

The following list shows different question words and the information we get by using them. We need to use the right question words to get the answers we want.

Question about	Question word	Examples
place	where	<i>Where</i> are you going? Answer: I am going to the playground with my friends.
time	when	<i>When</i> do you go to school? Answer: I go to school at 8 o'clock.
reason	why	<i>Why</i> are you late? Answer: I am late because there was a traffic jam.
thing	what	<i>What</i> do you have in your hand? Answer: I have a pencil box in my hand.
choice or something in particular	which	<i>Which</i> grade are you in? Answer: I am in second grade.

2. Choose the correct question words from the box and complete the sentences given below.

where what why which when

- (a) _____ did you reach school?
 (b) _____ is she crying?
 (c) _____ is your favourite song?
 (d) _____ is the name of Rohini's younger brother?
 (e) _____ do you stay?



3. Read the sentences. Complete the questions using the correct question words.

(a) Sameer went home.

_____ did Sameer go?

(b) My favourite colour is purple.

_____ is your favourite colour?

(c) Diwali is in two weeks.

_____ is Diwali?

(d) I am hungry because I haven't had breakfast today.

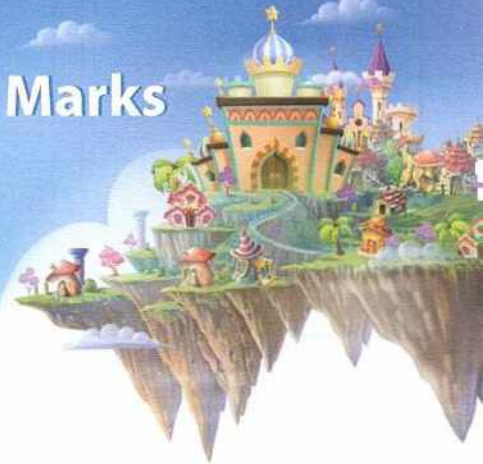
_____ are you so hungry?

(e) I play volleyball better.

_____ game do you play better, cricket or volleyball?

Recap

- Words that are used to ask questions are called **question words**. For example, *what*, *where*, *which*, *when* and *why*.
- Each **question word** is used to ask about a different thing.



Let us read what Soham and Nikhil are talking about.

Soham: Hi, Nikhil! How are you?

Nikhil: I am good! How was your summer vacation, Soham?

Soham: It was great! I went to Shimla with my family.

Nikhil: Wow! How long did you stay there?

Soham: We stayed there for a week.



Now look at these sentences from the above example.

Hi, Nikhil!

I am good!

It was great!

Wow!

These sentences express strong feelings. Such sentences end with the ! sign. This sign is called an **exclamation mark**.

An **exclamation mark** (!) is used to express strong feelings.

Now look at these sentences.

How are you?

How was your summer vacation?

How long did you stay there?



These sentences ask questions. They end with the ? sign. This sign is called a **question mark**.

A **question mark (?)** is used to ask questions.

1. Circle the correct punctuation mark for each sentence.

- (a) What is your name ? / !
- (b) I won the first prize ? / !
- (c) Wow, that was a wonderful ride ? / !
- (d) Where are you going ? / !
- (e) Did you have lunch ? / !



2. Read these sentences given below. Correct the punctuation where required.

- (a) Where are your new shoes!
- (b) How exciting!
- (c) When is the games period?
- (d) Nice to meet you?
- (e) Stop bothering me?

Recap

- Sentences that express strong feelings end with an **exclamation mark (!)**.
- Sentences that ask a question end with a **question mark (?)**.



We learned in Grade 1 that a sentence is a group of words that makes complete sense. We always begin a sentence with a capital letter and end it with a full stop.

1. Arrange the jumbled words in the right order to make meaningful sentences.

(a) The chased dog the cat

(b) is it hot very today

(c) go school to I to have

(d) I going tomorrow to school am

(e) seema white cat has a

(f) wore saba a pink dress



(g) buy will i a new dress

2. Look at the pictures and complete the sentences.

(a) My brother _____.



(b) I went to _____ with _____.



(c) _____ eating.



(d) I love _____.



(e) _____ with blocks.



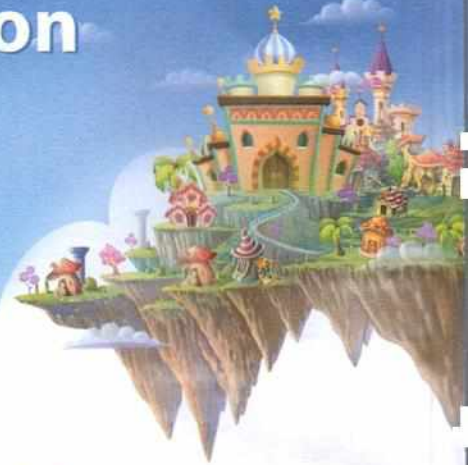


In Grade 1, we learned how to describe a picture by looking at it. Now let us try to complete a story by looking at a set of pictures.

Look at the following pictures from the story 'The Hare and the Tortoise.' Fill in the blanks with suitable words to complete the story.

- (a) Once upon a time in a jungle, a hare challenged _____. All the animals of the jungle gathered to _____. The race began, and the hare _____. He turned at the tortoise and cried out, 'How will you win this race if you walk so slow?'
- (b) After running for a while, the hare thought to himself, 'There is a _____ to relax. Let me rest for a while.' He lay down under a tree and soon fell asleep. The tortoise kept walking. He did not stop until he came to the finish line.
- (c) The animals cheered so loudly for the tortoise that they woke up the hare. The hare stretched, yawned and began to run again, but it was too late. The tortoise _____.





Look at this invitation. Shreya has made it for her birthday party.

YOU ARE INVITED!
TO
SHREYA'S 7TH
BIRTHDAY PARTY

DAY AND DATE : SATURDAY, 18TH AUGUST
TIME : 4:30 PM
**VENUE : THE CHOCOLATE ROOM,
JUBILEE HILLS,
HYDERABAD**
RSVP : 5498763210

The invitation card is pink with a decorative border of colorful triangles and stars. It features two clusters of colorful balloons (blue, green, orange, red) on either side of the central text. The text is written in a playful, bubbly font. At the bottom, the party details are listed in a simple, bold font.