

# 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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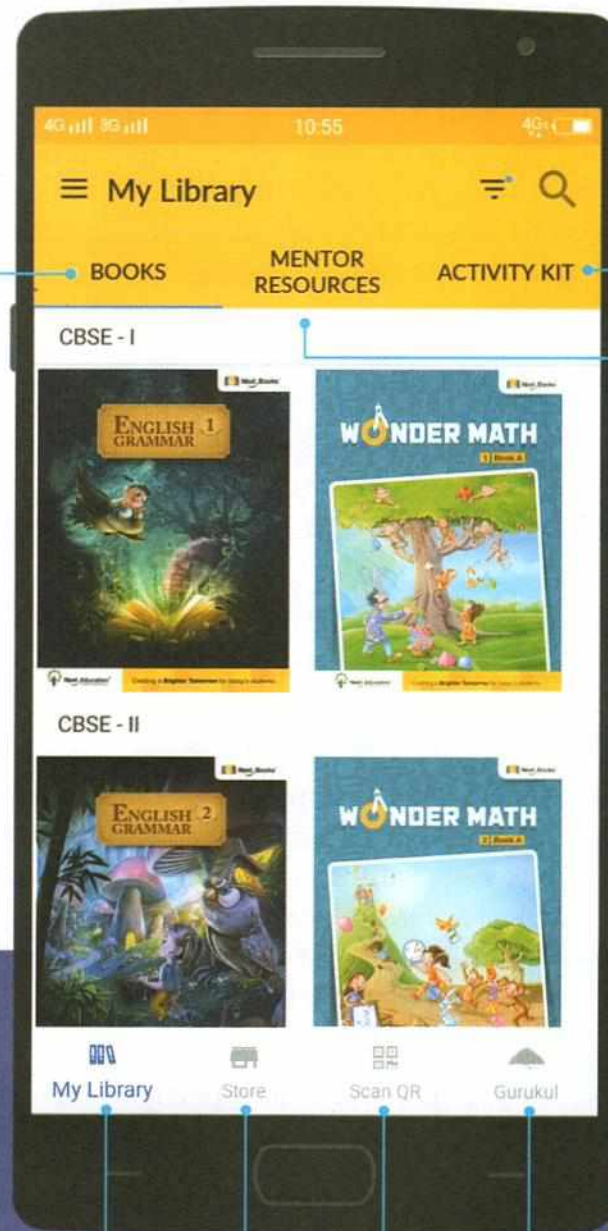
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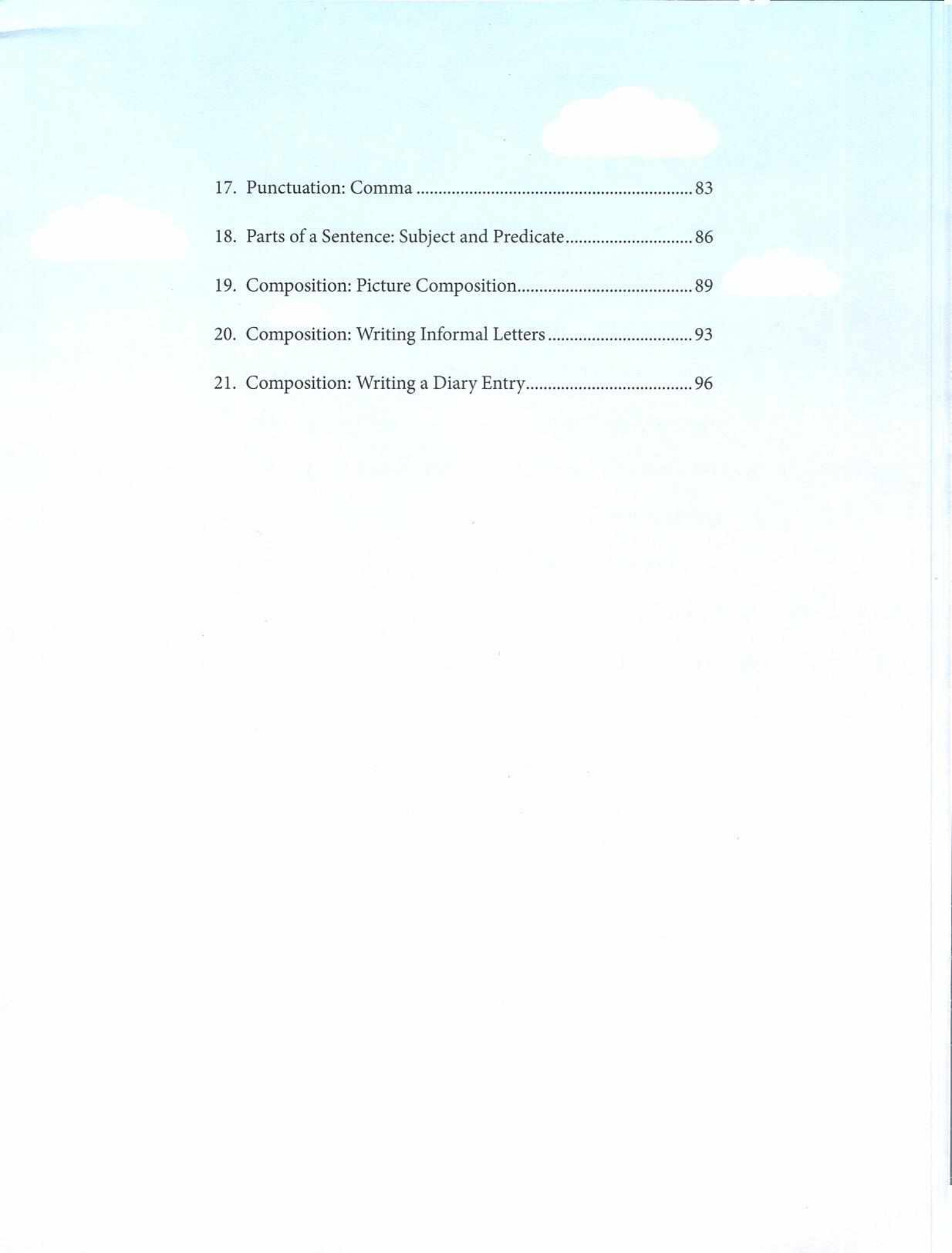
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# Collective Nouns

## People and Animals



Read the sentences given below.



*Sanju was selected to be a part of the football **team**.*



*My cat gave birth to a **litter** of kittens last week.*

Look at the words in red.

The word **team** in the first sentence is a noun used to refer to a group of football players. The word **litter** in the second sentence is a noun used to refer to a group of kittens. Such nouns are called **collective nouns**.

A noun which is used to refer to a group of animals, people or things is called a **collective noun**.

In this chapter, you will learn about collective nouns for groups of animals and people.

A few collective nouns are given in the next page. They are used to talk about groups of animals.



### Collective nouns for animals

a **troop** of monkeys

a **colony** of ants

a **flock** of birds

a **school** of fish

a **herd** of cattle

a **bask** of crocodiles

a **flock** of sheep

a **pride** of lions

a **swarm** of butterflies

a **swarm** of bees

a **gaggle** of geese

a **tribe** of goats

1. Read the following passage and underline the collective nouns for animals used in it.

Tony and Tina went on a trip to the zoo with their grandpa. They saw a pride of lions sitting quietly inside a cage under a tree. After walking for a while, they saw a bask of crocodiles sleeping on the bank of the river. But soon, they were attracted to a chattering troop of monkeys nearby. They fed bananas to the monkeys. Later, they saw a gaggle of geese swimming in a small pond inside the zoo. After seeing all the animals, they had lunch with their grandpa and returned home.

Collective nouns are also used to talk about groups of people.

### Collective nouns for people

a **team** of players

a **band** of musicians

a **gang** of thieves

an **army** of soldiers

a **choir** of singers

a **troupe** of dancers

a **crowd** of people

a **circle** of friends

a **class** of students

2. Read the following passage and underline the collective nouns used for people.

Swati had invited her entire circle of friends to the party. A band of musicians played dance music. A choir of singers and a troupe of dancers also showed their talents. A gang of thieves was also present at the party. But someone in the crowd of people identified the thieves. She informed the police and the thieves were arrested.



5. Find the incorrect collective nouns in the following sentences and rewrite the sentences using the correct ones.

(a) A pride of cattle is grazing in the field.

\_\_\_\_\_

(b) I saw a flock of butterflies in the garden.

\_\_\_\_\_

(c) A colony of birds was flying in the sky.

\_\_\_\_\_

(d) There are two singers in my band of friends.

\_\_\_\_\_

(e) A troupe of students visited the Taj Mahal.

\_\_\_\_\_

(f) Sheetal would like to join a swarm of dancers.

\_\_\_\_\_

(g) The bank was robbed by a herd of thieves.

\_\_\_\_\_

### Recap

A noun which is used to refer to a group of animals, people or things is called a **collective noun**.



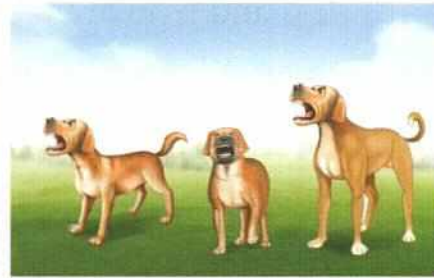
# Regular and Irregular Plurals



Look at the pictures and read the sentences given below.



A *dog* is barking.



The *dogs* are barking.



This is a mango *tree*.



These are mango *trees*.

The words *dog* and *tree* are singular nouns as they refer to only one animal and one thing. When a noun refers to only one person, animal, place or object, it is called a **singular noun**.



### Examples:

Singular	Plural
<i>I have a <b>sister</b>.</i>	<i>I have four <b>sisters</b>.</i>
<i>There is a <b>garden</b> in my school.</i>	<i>There are many <b>gardens</b> near my school.</i>
<i>Can you lend me a <b>pencil</b>?</i>	<i>Can you lend me two <b>pencils</b>?</i>

### Now look at the words in red in the sentences given on the right.

The words *dogs* and *trees* are **plural nouns** as they refer to more than one animal and thing. When a noun refers to more than one person, animal, place or thing, it is called a **plural noun**.

1. Underline the singular nouns and circle the plural nouns in the following paragraph.

Vikramaditya was the king of Kuntala. He had three queens. One day, an old sage came to visit them. He had brought them some presents and asked each one to choose what she wanted. The sage's gifts were six mangoes, a sword, an old book, and some pearls.

In this chapter, we will learn how to change singular nouns to their plural forms.

Plural forms of nouns are usually made by adding **-s** or **-es** to the singular nouns. The plural nouns that are formed following this rule are known as **regular plurals**.

It is important to remember here that the spellings of regular plurals depend on the last letter of the singular nouns. Given below are the rules of forming regular plurals.

- For most nouns, add **-s** at the end of the singular form to get their plural form.

*Examples:*

Singular	Plural
cow	cows
book	books
monkey	monkeys

- For singular nouns that end in **o**, **s**, **x**, **ch** or **sh**, add **-es** at the end of the singular form to get their plural form.

*Examples:*

Singular	Plural
tomato	tomatoes
gas	gases
church	churches
wish	wishes

- For nouns that end in a **consonant** + **y**, the plural is formed by replacing the letter **y** with **-ies**.

*Examples:*

Singular	Plural
lady	ladies
army	armies
party	parties

- For nouns that end in **f** or **fe**, the plural is formed by replacing **f** or **fe** with **v** and adding **-es** to it.

*Examples:*

Singular	Plural
calf	calves
wife	wives
knife	knives

2. Change these singular nouns into their plural forms.

- (a) loaf                      (b) family                      (c) book                      (d) city  
 (e) pouch                      (f) class                      (g) prince                      (h) hero

Some nouns do not follow any of the above rules while changing to their plural forms. Such plural nouns are called **irregular plurals**.

Irregular plurals are formed in two ways.

- The plural form of some nouns is a completely different word from their singular form.

*Examples:*

Singular	Plural
man	men
woman	women
ox	oxen
mouse	mice
foot	feet

- The plural form of some nouns is the same as the singular form.

**Examples:**

Singular	Plural
deer	deer
sheep	sheep
aircraft	aircraft
furniture	furniture
hair	hair

3. Complete the crossword with the plural forms of the singular nouns given as hints.

**Across**

- 2. loaf
- 4. dress
- 6. candy
- 7. potato

**Down**

- 1. goose
- 3. shelf
- 5. child

4. Underline the plural nouns in the sentences given below.

- (a) The farmer uses two oxen to pull his cart.
- (b) The trees were full of ripe berries.

- (c) Keep the tomatoes in the kitchen.
- (d) The princess saw two elves playing in the garden.
- (e) Amit found three keys on his bed.
- (f) There are thousands of books in the library.
- (g) Our dog gave birth to five puppies.
5. Correct the plural nouns in the following sentences. One is done for you.
- (a) I saw three **women** ~~womans~~ rowing a boat.
- (b) I must visit a dentist. Two of my tooths hurt.
- (c) My parents bought a lot of furnitures when we moved into our new house.
- (d) I saw the shepherd shearing wool from four sheeps.
- (e) There are a lot of mouses in our house.
- (f) The informations given in this book is very useful.
- (g) I saw two deers running across the field.

## Recap

- -s is added to the singular forms of most nouns to get their plural forms. The nouns that follow this rule are called **regular plurals**.  
For example, *leg* – *legs*, *sweet* – *sweets*
  - For nouns that end in **o, s, x, ch** or **sh**, **-es** is added to get their plural forms. For example, *potato* – *potatoes*
  - For nouns that end with a **consonant + y**, the plural is formed by replacing the letter **y** with **-ies**. For example, *fairy* – *fairies*
  - For nouns that end with **f** or **fe**, the plural is formed by replacing **f** or **fe** with **-ves** to it. For example, *knife* – *knives*
- The nouns that either retain their singular form or become a new word in their plural forms are called **irregular plurals**. For example, *child* – *children*; *sheep* – *sheep*



Read the sentences below each picture.



This is *Sreeja's* bat.



Our *neighbours'* dog is very friendly.



Today is my *sister's* birthday.

The words in red in the above sentences are nouns. We have learned about nouns in Grades 1 and 2.

1. Underline the nouns in the sentences given below.
  - (a) Give me the blue book.
  - (b) Delhi is the capital of India.
  - (c) She is a very clever girl.
  - (d) When will you come to my house?
  - (e) My brother is taller than me.

When we add an apostrophe (') and an **s** after a noun, the noun becomes a **possessive noun**.



A **possessive noun** indicates possession or ownership. It shows that someone or something belongs to someone or something else.

Noun + apostrophe + s = **Possessive noun**

### **Examples:**

*book belonging to Rohan → Rohan's book*

*jewellery that belongs to her mother → her mother's jewellery*

### **Now, let us learn the different rules for forming possessive nouns.**

- To change a singular noun into a singular possessive noun, add -'s after the noun.

*The name of my brother is Rahul → My **brother's** name is Rahul.*

- To change an irregular plural noun into a possessive noun, add -'s after the plural noun.

*The buffet for the children is on the left. → The **children's** buffet is on the left.*

- To change a regular plural noun that ends with an -s into a possessive noun, add only an apostrophe (') after the word. Don't add an -s after the apostrophe.

*The brother of the girls is a sportsman. → The **girls' brother** is a sportsman.*

An exception to the rules given above: A proper noun that is already in the possessive form, stays the same.

***Nando's** menu was recently changed.*

*Dad bought us **McDonald's** Happy Meals for lunch today.*



2. Rewrite these groups of words using a possessive noun. One is done for you.
- |  |                         |
|--|-------------------------|
| (a) the weight of the dog              | <u>the dog's weight</u> |
| (b) the pets of Reju                   | _____                   |
| (c) the owner of the cars              | _____                   |
| (d) clothes for men                    | _____                   |
| (e) the washroom for ladies            | _____                   |
| (f) the President of the United States | _____                   |
3. Underline the correct form of the noun.
- (a) (Rajs'/Raj's) shirt is blue.
- (b) My twin (sisters'/sister's) bags look the same.
- (c) The (elephants'/elephant's) ears are huge.
- (d) My (mother's/mothers') birthday is next week.
- (e) Her (uncles'/uncle's) article was published in the newspaper.
4. Identify the possessive nouns in the following sentences. If they are correct, put a tick mark next to the sentence. If they are incorrect, write the correct form in the space provided.
- |   |       |
|---|-------|
| (a) Today is Childrens' Day.                              | _____ |
| (b) The school will remain closed on Teacher's Day.       | _____ |
| (c) Rakesh's dog loves to play in other peoples' gardens. | _____ |
| (d) Mandars' favourite dog is the beagle.                 | _____ |
| (e) Jagans cat ran away last summer.                      | _____ |
| (f) The artists' painting was sold on Monday.             | _____ |
5. Fill in the blanks with the correct possessive forms of the nouns given in brackets. One is done for you.
- (a) Everyone's (*everyone*) exams are over now.

- (b) Many animals live in \_\_\_\_\_ (*India*) jungles.
- (c) \_\_\_\_\_ (*Moses*) room is better than mine.
- (d) This is \_\_\_\_\_ (*Subodh*) old house.
- (e) The \_\_\_\_\_ (*children*) playground is on the left.

## Recap

- Nouns which indicate that someone or something belongs to someone or something else are called **possessive nouns**.
- The standard form of a possessive noun is **noun + apostrophe + s**.  
For example, *the tailor's needle*, *Madhu's book*
- To change an irregular plural noun into a possessive noun, **-s** is added after the plural noun. For example, *the men's room*
- To change a regular plural noun that ends in an **s** into a possessive noun, only an apostrophe (') is added after the word. For example, *the dogs' food*
- A proper noun that is already in the possessive form stays the same.  
For example, *McDonald's burgers*

# Adjectives

## Qualitative and Quantitative



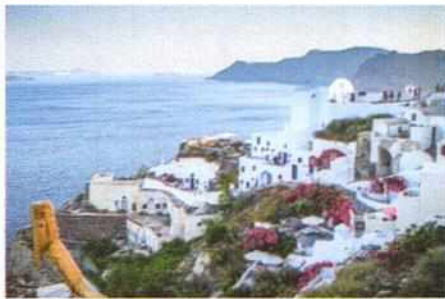
Look at the following sentences.



Chinmayi is wearing a *long* gown.



The cake was very *tasty*.



Greece is a *beautiful* country.



There are *four* apples on the table.

In these sentences, the words *long*, *tasty*, *beautiful* and *four* tell us more about the nouns *gown*, *cake*, *country* and *apples*.

How is Chinmayi's gown? – *long*

What kind of cake is it? – *tasty*

What kind of country is Greece? – *beautiful*

How many apples are on the table? – *four*



The words *long*, *tasty*, *beautiful* and *four* are adjectives. We have already learned about adjectives in the previous grades.

Words that tell us more about nouns or pronouns are called **adjectives**.

1. Circle the adjectives and underline the nouns they give information about.
  - (a) Vinita is a tall girl.
  - (b) The pizza is very hot.
  - (c) I love to read short stories.
  - (d) Hina's brother is a good singer.
  - (e) I lost my new pen in school today.

## Types of Adjectives

Look at these sentences.

There are *many* flowers in our garden.

Sabina has *two* bunnies.

January is the *first* month of the year.

Rina ate *some* fried rice.



The adjectives in red tell us about the quantity or position of the nouns in the sentences.

An adjective that tells us about the quantity or position of the noun (how much/how many/first/second/last) is called a **quantitative adjective**.

**Examples:**

Sheetal ate only *half* her lunch.

Lila ate the *whole* burger.

Do we have *enough* cake for everyone?

Please add *a little* milk to the tea.

I did not give him *any* chocolates.

The *third* house on the left is mine.

*None* of the students have done their homework today.

*Most* people today own mobile phones.

I need *a few* red balloons.

There are *twenty-six* letters in the English alphabet.

2. Underline the adjectives of quantity in the sentences below.

(a) I need four ruled notebooks for my tuition class.

(b) Will you have some coffee?

(c) I can't find any information about this topic.

(d) Ravi gave the beggar a few coins.

(e) I want a little more sugar in my milk.

(f) Please give half of the cookie to your brother.

(g) Will you be able to finish the whole pizza?

**Now, look at these sentences.**

Reshma is the *tallest* girl in her class.

I want four *red* roses and two *yellow* ones for this bouquet.

Satish is a *fast* runner.

Yatindra looks so *happy* today.

The adjectives in red tell us about a specific quality of the nouns in the sentences.

An adjective that describes the quality of a noun (what kind/type) is called a **qualitative adjective**.

**Examples:**

Shamir is a *friendly* boy.

Cinderella was the most *beautiful* girl at the ball.

I am wearing my *blue* shirt today.

The mobile phone is a very *useful* invention.

3. Underline the adjectives of quality in the sentences below.

(a) Gandhiji was known as an honest man.

(b) It was a very hot day.

(c) Rifat has long silky hair.

(d) Anjum walked in with a sad face.

(e) Jack-Jack is the funniest character in the movie.

(f) Nisha is a kind and helpful girl.

(g) Satish has asked me to bring thirty plastic cups to the party.

4. Colour the adjectives of quantity pink and the adjectives of quality yellow in the grid given below.

fat	a little	first	short	yellow
weak	many	red	three	some
fifth	a few	ten	smart	colourless
fifteen	boring	purple	happy	most

5. Look at the underlined word in each of the sentences below. Identify whether it is an adjective of quantity or quality.

(a) Old McDonald had a farm.

(b) There were twelve green mangoes on the tree.

(c) A frightening ghost appeared before Naveen.

(d) The baby slept for four hours.

(e) I badly need some rest.

(f) Tasneem is a fantastic actress.

(g) The last train leaves at 12:30 a.m.

6. Look at the pictures given below. Write a sentence on each using an adjective. Then, write whether the adjective shows the quality or quantity of the noun. One is done for you.



I have three mangoes.

(adjective: 'three' shows quantity)



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

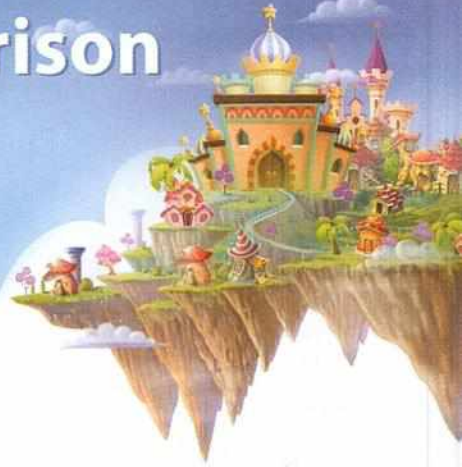


\_\_\_\_\_

\_\_\_\_\_

## Recap

- Words that describe nouns are called **adjectives**.
- Adjectives that give us information about the quantity or position of a noun (how much/how many/first/second/last) are called **quantitative adjectives**. For example, *some, many, few, three*
- Adjectives that describe the quality of a noun (what kind/type) are called **qualitative adjectives**. For example, *sweet, tall, red, pink, naughty, cold*



We have learned about adjectives in the previous grades, and in the previous chapter.

1. Underline the adjectives in these sentences.
  - (a) The Hulk is very powerful.
  - (b) My grandmother gave me a red dress.
  - (c) Let us buy a big cake for Sheetal's birthday.
  - (d) Sirius is the brightest star in the sky.
  - (e) This is a very noisy classroom.

Words that describe a noun or a pronoun in a sentence are called **adjectives**.

Now, let us learn how adjectives are used to compare two or more nouns or pronouns.

**Look at the following sentences.**



Anu is **tall**.



Shaleen is **taller**.



Rani is the **tallest**.





In the first sentence, we are talking about Anu's height. In the second sentence, we are comparing the heights of Anu and Shaleen. We have added **-er** to the adjective **tall**, to indicate that Shaleen's height is more than Anu's.

In the third sentence, we compare Rani's height to both Anu and Shaleen's height. We have added **-est** to indicate that Rani's height is more than that of both Anu and Shaleen.

An adjective in its base form is said to be in the **positive degree**.

**Examples:**

*big*      *nice*      *sweet*      *hot*      *slim*

When we add **-er** at the end of an adjective to compare two nouns, we call it a **comparative adjective**. This form of adjective is said to be in the **comparative degree**.

**Examples:**

*big* – *bigger*      *nice* – *nicer*      *sweet* – *sweeter*  
*hot* – *hotter*      *slim* – *slimmer*

We add **-est** at the end of an adjective to compare more than two nouns. This form of adjective is said to be in the **superlative degree**.

**Examples:**

*big* – *bigger* – *biggest*      *nice* – *nicer* – *nicest*      *sweet* – *sweeter* – *sweetest*  
*hot* – *hotter* – *hottest*      *slim* – *slimmer* – *slimmest*

**Let us look at some more examples.**

Positive	Comparative	Superlative
Arjun is a <i>smart</i> boy.	Arjun is <i>smarter</i> than Jackie.	Arjun is the <i>smartest</i> student in the class.

Positive	Comparative	Superlative
<i>This year's exam was <b>easy</b>.</i>	<i>This year's exam was <b>easier</b> than last year's.</i>	<i>This year's exam was the <b>easiest</b> in the last ten years</i>
<i>Ironman is <b>strong</b>.</i>	<i>Batman is <b>stronger</b>.</i>	<i>Thor is the <b>strongest</b>.</i>

2. Read the sentences given below. Identify the degree of the adjective in each sentence. Write it in the space provided.

- Shaheen's mother makes the sweetest jalebis. \_\_\_\_\_
- The teacher had an angry expression on his face. \_\_\_\_\_
- My notebook is thicker than yours. \_\_\_\_\_
- Elsa and Anna lived in a cold country. \_\_\_\_\_
- Who is the fairest of them all? \_\_\_\_\_
- King Ashoka was a wise ruler. \_\_\_\_\_
- Usain Bolt is the fastest runner in the world. \_\_\_\_\_
- Nemo was braver than any other fish in the sea. \_\_\_\_\_

**Now, let us learn how to change an adjective in the positive degree to its comparative and superlative forms.**

- If an adjective does not end with the letter **e**, **-er** and **-est** are added to form the comparative and superlative degrees, respectively.

**Examples:**

*deep deeper deepest*

*short shorter shortest*

- If an adjective ends with the letter **e**, **-r** and **-st** are added to form the comparative and superlative degrees, respectively.

**Examples:**

*brave braver bravest*  
*wise wiser wisest*

- If an adjective ends in a consonant + y, we change y to **-ier** to form the comparative degree and to **-iest** to form the superlative degree.

**Examples:**

*happy happier happiest*  
*dry drier driest*

- The last letter of some adjectives is repeated, after which **-er** and **-est** are added to form the comparative and superlative degrees, respectively.

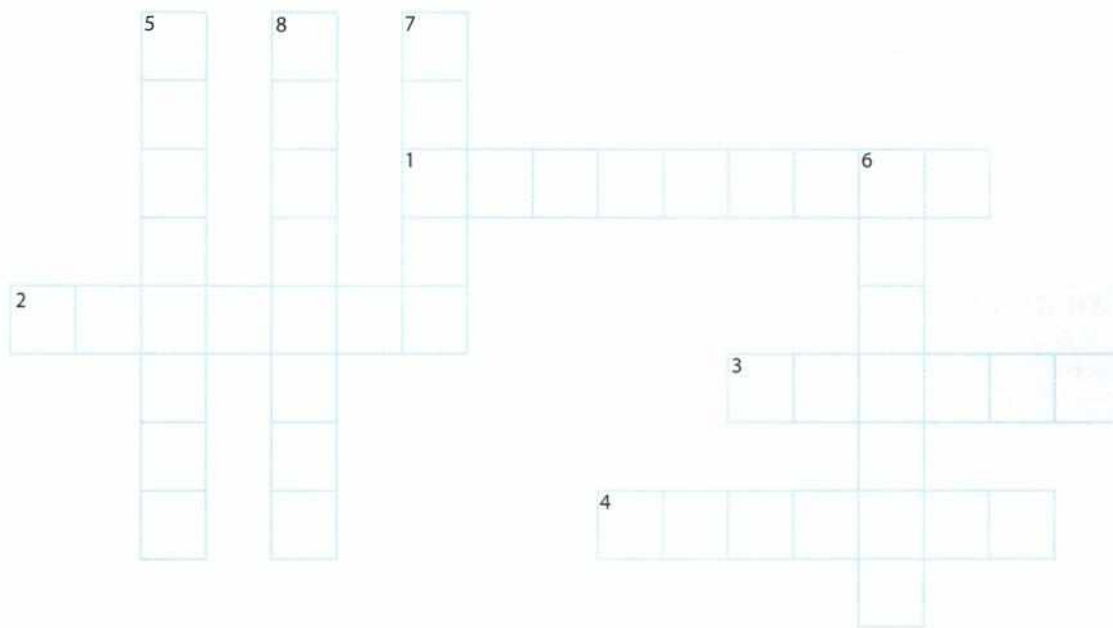
**Examples:**

*big bigger biggest*  
*thin thinner thinnest*

3. Change the adjectives given below to their comparative and superlative forms.

	Comparative	Superlative
(a) high	_____	_____
(b) large	_____	_____
(c) short	_____	_____
(d) wide	_____	_____
(e) funny	_____	_____
(f) easy	_____	_____
(g) dim	_____	_____

4. Read the clues and complete the crossword puzzle given below.



**Across**

- 1. superlative degree of 'clever'
- 2. comparative degree of 'funny'
- 3. comparative degree of 'cold'
- 4. superlative degree of 'brave'

**Down**

- 5. superlative degree of 'thin'
- 6. comparative degree of 'small'
- 7. comparative degree of 'nice'
- 8. superlative degree of 'happy'

5. Choose words from the box given below and complete the sentences with the correct form of the adjectives. One is done for you.

naughty	healthy	strong	fast
funny	tall	cheap	costly

- (a) The red dress is cheaper than the black one.
- (b) This is a \_\_\_\_\_ painting.
- (c) I am the \_\_\_\_\_ girl in my class.
- (d) Home-made food is \_\_\_\_\_ than fast food.

- (e) Maitreyi is \_\_\_\_\_ than most children in her class.
- (f) The cheetah is the \_\_\_\_\_ animal in the world.
- (g) Sunny is a very \_\_\_\_\_ boy.
- (h) This story is \_\_\_\_\_ than the one you told me yesterday.

6. Find the wrong form of the adjectives in the sentences given below and rewrite them correctly. One is done for you.

- (a) This is the hotter day of the year.

This is the hottest day of the year.

- (b) This is the taller among all the trees in my garden.

\_\_\_\_\_

- (c) He is the strong person I have ever seen!

\_\_\_\_\_

- (d) I am the happy person in the world.

\_\_\_\_\_

- (e) Anu's hair is longest than Kirti's.

\_\_\_\_\_

- (f) It is very easiest to solve this puzzle.

\_\_\_\_\_

- (g) Moana was a very curiourest girl.

\_\_\_\_\_

- (h) Merida's hair was curliest.

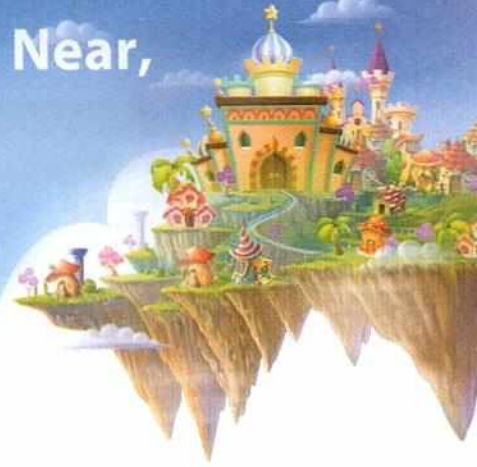
\_\_\_\_\_

## Recap

- An adjective in its base form is said to be in the **positive degree**.  
For example, *great*, *small*
- When we compare two things, we add **-er** at the end of an adjective. This form of the adjective is said to be in the **comparative degree**.  
For example, *greater*, *smaller*
- We add **-est** at the end of an adjective to compare more than two things. This form of the adjective is said to be in the superlative degree.  
For example, *greatest*, *smallest*
- The rules for changing an adjective in the positive degree to its comparative and superlative degrees are as follows:
  - If an adjective does not end with the letter **e**, **-er** and **-est** are added to form its comparative and superlative degrees, respectively.  
For example, *kind kinder kindest*
  - If an adjective ends with the letter **e**, **-r** and **-st** are added to form its comparative and superlative degrees, respectively.  
For example, *large larger largest*
  - If an adjective ends with a consonant + **-y**, we change **-y** to **-ier** to form its **comparative degree** and to **-iest** to form its **superlative degree**.  
For example, *curly curlier curliest*
  - The last letter of some adjectives is repeated, after which **-er** and **-est** are added to form its comparative and superlative degrees, respectively.  
For example, *slim slimmer slimmest*

# Prepositions

In, Between, Behind, With, Near,  
From, To



We learned about **prepositions** in Grade 2.

1. Underline the prepositions in the sentences given below.

- (a) The box was under the table.
- (b) The plane flew high over the clouds.
- (c) Please do not play cricket inside the house.
- (d) I parked my cycle outside Jayamol's house.
- (e) Teja's flat is below Arun's.
- (f) We always eat lunch at one o'clock.
- (g) My aunt lives in Hyderabad.
- (h) The book was on the table.

**Prepositions** are words that show the relationship of a main noun or pronoun with other words in a sentence. They answer the question *where* or *when*.

In this chapter, we will learn about some more prepositions.



Read the following sentences.



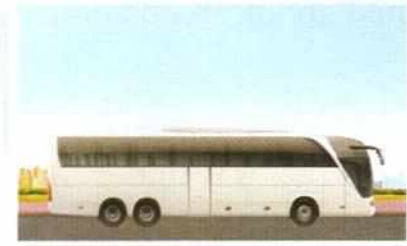
Shiv sat *between* his mother and aunt.



There is a lake *behind* my house.



The train will leave *from* Platform 1.



This bus is going *to* Delhi.



Their house is *near* the river.

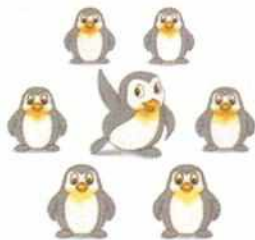


Sandhya lives *with* her aunt.

The words in red in the above sentences are prepositions.

Let us learn about each in further detail.

**Between**



*Between* is used when someone or something is in the middle of two other things or people.

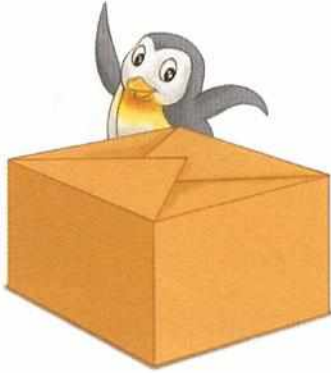


### Examples:

In an ice-cream sandwich, the ice-cream is placed **between** two biscuits.

Our class is **between** the science lab and the library.

### Behind



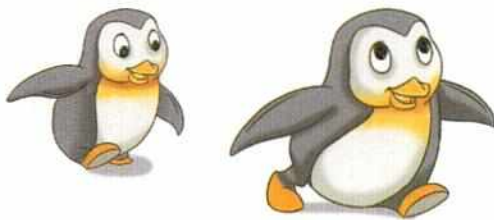
**Behind** is used when someone or something is at the back of a person or thing.

### Examples:

Sania was hiding **behind** the tree.

Neeraja walked **behind** Sarad.

### Near



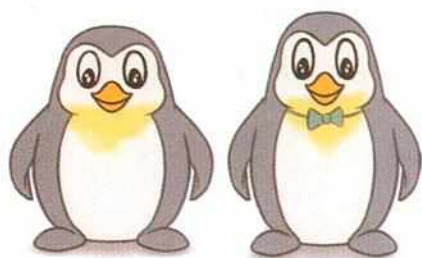
**Near** is used when two or more things, places or people are close to each other.

### Examples:

Her house is **near** the mosque.

Meet us at the park **near** Shambhavi's house.

## With



*With* is used when two or more things or people are together in the same place.

### Examples:

*I want chutney **with** my dosas.*

*Prableen went **with** Avinash to meet the Principal.*

## From



*From* is used to state the point at which something or someone starts or originates. It can also be used to state the distance between one place and another.

### Examples:

*Let us start walking **from** here.*

*Pema is **from** Nagaland.*

*Lucknow is 430 km away **from** here.*

## To



*To* is used to state the final point in a journey.

**Examples:**

*This train is going **to** Tezpur.*

*We are going **to** our grandparents' house.*

2. Complete the sentences with the prepositions indicated in the pictures.

(a)



The thieves were hiding \_\_\_\_\_ the bush.

(b)



The house is \_\_\_\_\_ a river.

(c)



Anu is going \_\_\_\_\_ the library.

(d)



The Chennai Express starts \_\_\_\_\_ Chennai.

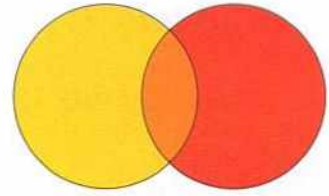
(e)



Ria goes for a walk \_\_\_\_\_ her dog every day.

3. Read the following sentences and tick the correct prepositions.

- (a) Noori is going **from** **to** the park.
- (b) The colour orange is **behind** **between** red and yellow on the colour wheel.
- (c) We were returning **from** **to** school when it started raining.
- (d) I sat down **near** **from** Rakesh.
- (e) Let us go **with** **behind** Naina to the party.
- (f) The playground is **with** **behind** the library.



4. Read the passage. Prepositions have been used incorrectly in some of the sentences. Correct the errors and rewrite the passage.

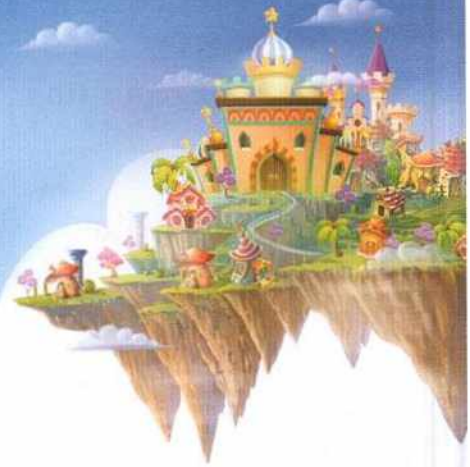
I had lost my favourite pen! I consider the pen lucky. I need it to write my unit test. My cousin had bought it for me with England. I looked for it everywhere – in my bag, from my books, and even with my fish tank! Finally, my sister told me she had it to her.

### Recap

- **Prepositions** are words that show the relationship of a main noun or pronoun with other words in a sentence. They answer the question *where* or *when*.
- The following table shows how we use the prepositions that we learned in this chapter:

Preposition	Use	Example
between	when someone or something is in the middle of two other things or people	<i>Sailaja sits <b>between</b> James and Parvati.</i>

Preposition	Use	Example
behind	when someone or something is at the back of a person or thing	<i>The taller girls must sit <b>behind</b> the others in class.</i>
near	when two or more things or people are close to each other	<i>There is a beach <b>near</b> the hotel.</i>
with	when two or more things or people are together in the same place	<i>We always eat bread <b>with</b> butter and jam.</i>
from	to state the point at which something starts or the place someone is originally from or the distance between one place and another	<i>Sindhu is <b>from</b> Maharashtra. We started <b>from</b> Jaipur at 3:30 p.m. Our school is a ten-minute walk <b>from</b> here.</i>
to	to state the final point in a journey	<i>We are going <b>to</b> the zoo. This bus goes <b>to</b> the Phoenix Mall.</i>



We have learned about **adverbs** in Grades 1 and 2. We know that adverbs describe how and where an action takes place.

1. Underline the adverbs in the sentences given below.

- (a) The cheetah runs very fast.
- (b) The old man walked into the house slowly.
- (c) Dry leaves were scattered here and there.
- (d) Where are you going?
- (e) Arrange these books neatly.

In addition to what we have already learned, there is another kind of adverb.

**Look at these sentences.**

*My cousins are arriving **tomorrow**.*

*We need to leave **soon**.*

Look at the words in red. The adverbs **tomorrow** and **soon** tell us when the actions *arriving* and *leave* will happen. They are **adverbs of time**.

Adverbs that tell us when an action happens are called **adverbs of time**.



**Examples:**

Let us go to the park **today**.

We must wake up **now**.

I met her **yesterday**.

I will eat the litchis **later**.

He **never** goes out with his friends.

2. Underline the adverbs of time in the following sentences.

- (a) I need to go now.
- (b) Can we meet tomorrow?
- (c) I cannot come today.
- (d) I was living with my grandparents then.
- (e) See you soon!

3. Find five adverbs of time in the grid given below.

S	O	O	N	P	T	T	J
A	U	U	E	L	K	H	S
X	T	W	V	M	V	E	C
Y	S	A	E	O	U	N	D
R	I	N	R	F	G	R	F
D	D	X	I	P	L	O	N
Q	E	W	G	J	P	R	O
T	O	M	O	R	R	O	W

4. Fill in the blanks with the correct adverbs of time from the box given below.

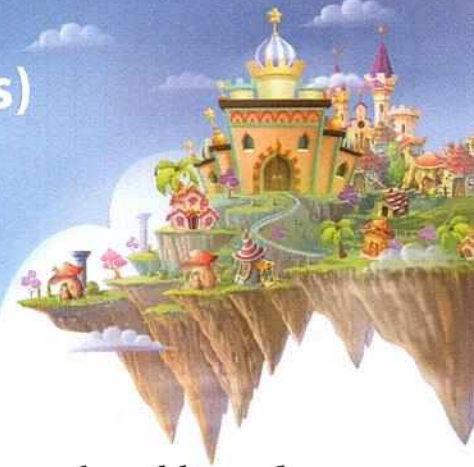
tomorrow      daily      yesterday      late      frequently

- (a) I exercise \_\_\_\_\_.
- (b) You need to submit the homework \_\_\_\_\_.
- (c) Did you come to school \_\_\_\_\_?
- (d) The flowers bloomed \_\_\_\_\_ in summer.
- (e) He visits his cousins \_\_\_\_\_.
5. Identify the mistakes in the adverbs of time in the sentences given below and correct them. One is done for you.
- (a) Bye! See you ~~late~~ly. **later**
- (b) We recently finished dinner.
- (c) Exercising frequently is a good habit.
- (d) I have eventually finished my homework.
- (e) Rimjhim is yet eating.

### Recap

- Adverbs describe how, where and when the action in a sentence takes place.
- Adverbs that tell us when an action happens are called **adverbs of time**.  
For example, *soon, later, frequently, never*





In the previous grade, we learned that verbs form the past tense by adding **-d**, **-ed** or **-ied**. These are called regular verbs.

1. Describe these pictures using the given verbs in their past tense forms.



study



bloom



chase



jump

Verbs that talk about actions that have already taken place and end with **-d**, **-ed** or **-ied** and talk about past actions are called **regular verbs** in the past tense.

**Examples:**

*close* – *closed* (ends with **-d**)

*pick* – *picked* (ends with **-ed**)

*cry* – *cried* (ends with **-ied**)



**Now, read this passage.**

Once, there was a foolish man. One day, he **saw** a little acorn hanging on a big oak tree and a big pumpkin attached to a thin stem. He **thought** to himself, 'If I were God, I would have **hung** a tiny acorn on the thin stem and a huge pumpkin on the big tree.' Suddenly, an acorn **fell** on his nose. Soon, he realised that if the oak tree had fruit the size of a pumpkin, it would have killed him.



The words **saw**, **thought**, **hung** and **fell** are the past tense forms of the verbs *see*, *think*, *hang* and *fall*. But they do not end with **-d**, **-ed** or **-ied**. These verbs are called **irregular verbs**.

Verbs that talk about past actions but do not end with **-d**, **-ed**, or **-ied** are called **irregular verbs**.

Irregular verbs change form when they are used in the past tense. So, it is important to remember the past tense forms of these words.

**Let us look at some examples of irregular verbs.**

Present	Past	Present	Past
see	saw	think	thought
hang	hung	fall	fell

Present	Past	Present	Past
buy	bought	grow	grew
catch	caught	find	found
take	took	speak	spoke
write	wrote	swim	swam
give	gave	win	won
lead	led	pay	paid
send	sent	sell	sold
wear	wore	teach	taught
write	wrote	sit	sat
meet	met	run	ran
lose	lost	draw	drew
make	made	begin	began
keep	kept	break	broke
leave	left	come	came
hold	held	eat	ate
feel	felt	fly	flew

2. Read the passage given below and underline the irregular verbs in the past tense.

One day, Anup found a child crying. Anup was a kind man, so he stopped by to ask the child why she was crying. The little girl replied that she wanted a kite, but did not have the money to buy one. Anup took the child to the nearest kite shop and bought her a kite. He felt nice when the little girl smiled.



Some irregular verbs do not change at all when they are used in the past tense.

### Let us look at some examples.

	Present	Past
read	<i>Read this book.</i>	<i>I read this book yesterday.</i>
hurt	<i>My leg is hurt.</i>	<i>She hurt in her leg a road accident last week.</i>
hit	<i>Do not hit anyone.</i>	<i>He hit his head on the shelf last week.</i>
cost	<i>This flower vase cost us a lot of money.</i>	<i>Mama says that everything cost much less when she was a child.</i>
cut	<i>Cut the apple into small pieces.</i>	<i>I cut the cake for my birthday celebration yesterday.</i>
put	<i>Please put the box on the table.</i>	<i>The cake was put into the oven an hour ago.</i>

**Note:**

\*The past tense form of *read* is spelled the same, but is pronounced differently. The present tense form is pronounced /reed/, rhyming with the word 'seed', while the past tense form is pronounced /red/, same as the colour red.

3. Find the past tense forms of the following irregular verbs in the word search grid. One is done for you.

draw	buy	write	begin	win
take	give	fall	find	sell

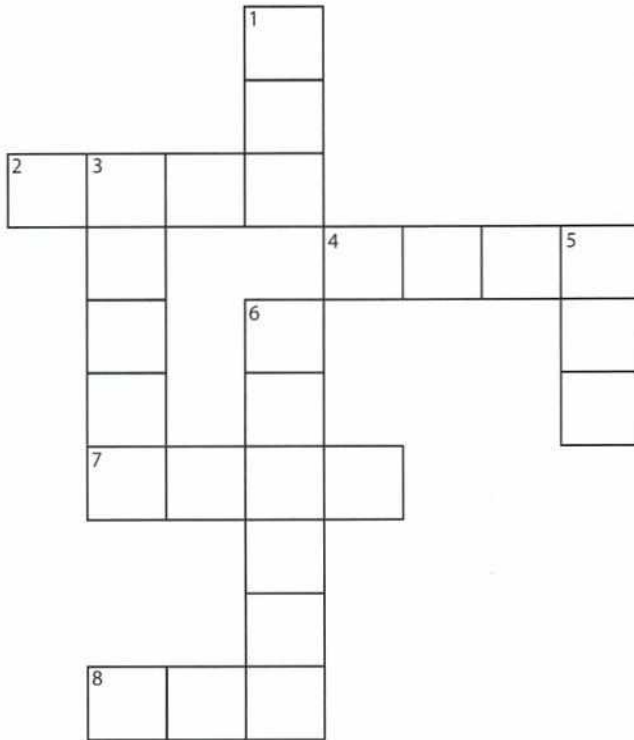
D	R	E	W	Q	G	F
B	S	W	R	O	T	E
O	T	O	O	K	F	J
U	O	N	L	G	O	G
G	S	O	L	D	U	A
H	B	E	G	A	N	V
T	F	E	L	L	D	E

4. Find the incorrect forms of verbs in the given sentences and rewrite them correctly.

- I take a book from the library last week.
- Our cricket team win the championship last month.
- The police catch two robbers from the railway station.
- Rohit ride on an elephant's back yesterday.
- She leave for Delhi last week.

- (f) I hurted my leg while playing hockey.
- (g) The bully hitted the small children.
- (h) I seed you in the market yesterday.

5. Read the clues and complete the crossword puzzle.



**Across**

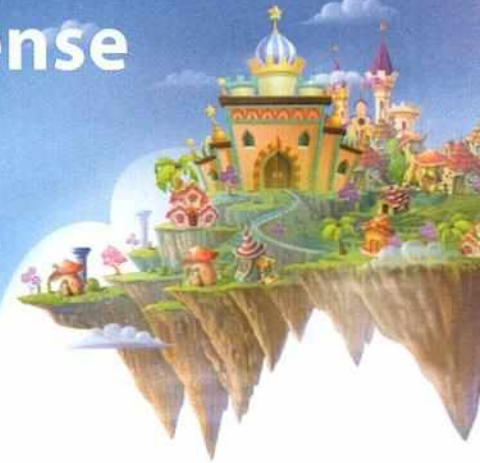
- 2. past form of shut
- 4. past form of grow
- 7. past form of draw
- 8. past form of cut

**Down**

- 1. past form of put
- 3. past form of hear
- 5. past form of win
- 6. past form of dream

**Recap**

- Verbs that do not end with **-d**, **-ed**, or **-ied** to talk about past actions are called **irregular verbs**.  
For example, *cut*, *met*, *caught*
- Irregular verbs completely change when they are used in the past tense. So, it is important to remember the past tense forms of these words.  
For example, *teach – taught*, *break – broke*
- Some irregular verbs do not change at all when they are used in the past tense.  
For example, *put – put*, *read – read*



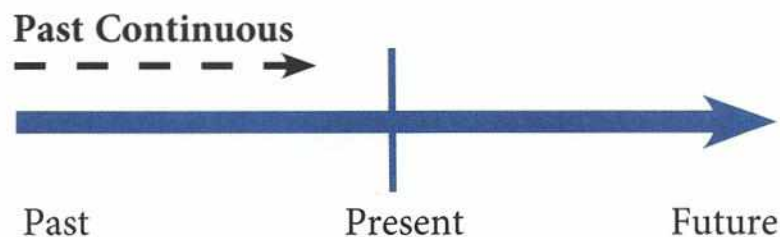
## Read these lines.

One day, Alice *was walking* in her garden. Suddenly, she saw a white rabbit scamper by. He *was wearing* a blue coat.

The words in red are verbs that talk about actions that began in the past and went on for some time. These actions are said to be in the **Past Continuous tense**.



The **Past Continuous tense** is used to talk about actions that began in the past and continued for some time.



The structure of the Past Continuous tense is:

**was/were + verb + -ing**

## Examples:

The sun *was shining* brightly that day.



The children *were laughing* when I saw them.

The bird *was chirping* loudly.

The girls *were playing* football.

1. Circle the verbs in the Past Continuous tense in the sentences below.
  - (a) The boy was waiting in the hall.
  - (b) We were reading all night.
  - (c) Subhash was washing his clothes in the morning.
  - (d) I was sleeping when the visitors arrived.
  - (e) David and Meera were doing their homework in the evening.
  - (f) Javed was repairing the car the entire day.

The Past Continuous tense is used in the following cases.

- to show an action that continued for some time in the past

**Examples:**

Arthur *was playing* football.

Saniya *was going* to the market.

- to describe an action in the past that was happening when another action took place

**Examples:**

The audience *was applauding* until she went backstage.

I *was doing* my homework when Mom returned.

In both the examples, we can see that one action was taking place when another action happened.

In the first example, the audience was applauding for some time till the performer went backstage.



In the second example, the speaker was doing her homework at the time her mom returned.

2. Read the sentences given below. In each sentence, identify the two actions that were taking place in the past. One is done for you.

(a) They were watching the match when the lights went off.

Action 1: They were watching the match. Action 2: The lights went off.

---

(b) The alarm rang when he was trying to enter the building.

(c) I was playing till my parents came back home.

(d) Irfan and Mia were writing until the teacher took the answer sheets away from them.

(e) We were running up and down the stairs when Tony suddenly fell down.

3. Underline the verbs in the Past Continuous tense in the sentences given below. Show how they are formed using the *verb + -ing* structure. One is done for you.

(a) We were climbing the tree to pick mangoes. were + climb + -ing

(b) Ravi was trying to solve the problem when an idea struck him.

(c) Hetal was running very fast until she got tired.

(d) Tushar and I were eating breakfast when all our friends visited us.

(e) Asha was sleeping till late in the day.

4. Change the verbs given in the brackets to the Past Continuous tense to complete the sentences. One is done for you.
- (a) When I visited my friends, they were playing (*play*) carrom.
- (b) The kids \_\_\_\_\_ (*run*) around in the garden when it suddenly began to rain.
- (c) I \_\_\_\_\_ (*practise*) the piano when Mom came home.
- (d) The players \_\_\_\_\_ (*sit*) in the dressing room before the match.
- (e) While Aaron \_\_\_\_\_ (*work*) in his room, his friends \_\_\_\_\_ (*swim*) in the pool.
5. Look at the jumbled sentences given below. Rearrange the sentences using the Past Continuous tense of the verbs. One is done for you.

(a)	badminton at the club / Maria / play	<u>Maria was playing badminton at the club.</u>
(b)	Anubhuti / English / study	
(c)	cook / Sneha / fried rice	
(d)	Arun and Asif / eat / lunch	
(e)	Brijesh / a cake / have	
(f)	We / walk / home	

6. Read the sentences given below. Spot the errors in the use of the Past Continuous tense and correct them. One is done for you.

- (a) They **were asking** was asking for more books from their teacher.
- (b) He were buying a box of chocolates for his mother.
- (c) Myra was sat outside the house when the rain started.
- (d) The dog were scratched its ears when it heard a sound.
- (e) Virat were looked outside the window.
- (f) Joseph were working hard because he was afraid that he would not do well in the exams.

## Recap

- The **Past Continuous tense** is used to talk about actions that began in the past and continued for some time.
- The structure of the Past Continuous tense is: **was/were + verb + -ing**
- The Past Continuous tense is used to:
  - show an action that continued for some time in the past  
For example,  
*Ravi **was practising** dance.*  
*Rashi and Meena **were learning** how to ride a bicycle.*
  - describe an action in the past that was happening when another action took place  
For example,  
*I **was resting** when Madhuri knocked on the door.*  
*Surabhi and Sneha **were playing** until their tuition teacher arrived.*



Let us read the passage given below.

Hi, I am Tarek. The lady who **is standing** next to me is my mother. Both of us love animals. Look at what we **are doing!**

We **are feeding** stray dogs! We **have fed** these dogs for quite some time now. This makes us very happy.



The words in red in the above passage – **is**, **are** and **have** – are called **auxiliary verbs**.

We have already learned about verbs in previous grades. In this chapter, we will learn about auxiliary verbs, also called **helping verbs**.

An **auxiliary verb** is often paired with the main verb to form the tense.

Look at these sentences from the passage that you have just read.

The lady who **is standing** next to me is my mother.

Look at what we **are doing!**

We **are feeding** stray dogs!

We **have fed** these dogs for quite some time now.



All these words help the verbs that come after them.

**is standing    are doing    are feeding    have fed**

1. In the sentences given below, find out whether the words in red are main verbs or auxiliary verbs. Tick the correct answer.

(a) I will <b>have</b> the chicken curry.	main verb <input type="checkbox"/>
	auxiliary verb <input type="checkbox"/>
(b) The police <b>are</b> coming to arrest the thief.	main verb <input type="checkbox"/>
	auxiliary verb <input type="checkbox"/>
(c) Hema <b>is</b> feeding the birds.	main verb <input type="checkbox"/>
	auxiliary verb <input type="checkbox"/>
(d) Where does your mother <b>teach</b> ?	main verb <input type="checkbox"/>
	auxiliary verb <input type="checkbox"/>
(e) He <b>does</b> his homework before going to bed.	main verb <input type="checkbox"/>
	auxiliary verb <input type="checkbox"/>

There are three main helping or auxiliary verbs: **be**, **do** and **have**.

Let us look at the table below to learn the different forms of these three verbs.

Auxiliary Verb	Present Tense	Past Tense
<b>be</b>	Singular – <b>am, is</b> <b>Examples:</b> <i>I <b>am</b> reading a novel.</i> <i>He <b>is</b> reading a novel.</i>	Singular – <b>was</b> <b>Examples:</b> <i>I <b>was</b> reading a novel.</i> <i>He <b>was</b> reading a novel.</i>

Auxiliary Verb	Present Tense	Past Tense
be	Plural – <b>are</b>	Plural – <b>were</b>
	<b>Examples:</b> We <b>are</b> reading novels. They <b>are</b> reading novels.	<b>Examples:</b> We <b>were</b> reading novels. They <b>were</b> reading novels.
do	Singular – <b>does</b>	Singular and plural – <b>did</b>
	<b>Example:</b> He <b>does</b> not eat noodles.	<b>Examples:</b> <b>Did</b> you eat noodles? <b>Did</b> they eat noodles?
do	Personal and plural – <b>do</b>	
	<b>Examples:</b> I <b>do</b> not eat noodles. You <b>do</b> not eat noodles. They <b>do</b> not eat noodles.	
have	Singular – <b>has</b>	Singular and plural – <b>had</b>
	<b>Examples:</b> She <b>has</b> read all the storybooks in the cupboard.	<b>Examples:</b> I <b>had</b> read all the storybooks in the cupboard.
have	Personal and plural – <b>have</b>	
	<b>Examples:</b> I/You <b>have</b> read all the storybooks in the cupboard. They <b>have</b> read all the storybooks in the cupboard.	She <b>had</b> read all the storybooks in the cupboard. They <b>had</b> read all the storybooks in the cupboard.

**Note:** I can be used with both **have** and **had**.

## Let us look at the uses of these auxiliary verbs.

- The auxiliary verb **do** helps us ask questions in the Simple Present and Simple Past tenses. It is also used in sentences with *not*.

### Examples:

*Did he go to swimming classes this summer?* (asking a question)

*I did not go to swimming classes this summer.* (sentence with *not*)

- The auxiliary verb **be** is used in the Present and Past Continuous tenses.

### Examples:

*He is eating his breakfast.* (Present Continuous)

*Mohit was eating his breakfast.* (Past Continuous)

- The auxiliary verb **have** is used to indicate that an action is complete.

### Examples:

*He has worked really hard this year.*

*Rajeev and Maya have worked very hard this year.*

2. Circle the correct auxiliary verbs in the given sentences.

- (a) I am / is / are going to the market now.
- (b) Mercedes cars have / are / is made in Germany.
- (c) America have / has / was discovered by Christopher Columbus.
- (d) They have / will / should thought about this for quite some time.
- (e) Did / Are / Was you open that huge wooden box that your aunt brought for you?

3. The auxiliary verbs in the following sentences are used incorrectly. Correct them and rewrite the sentences.

- (a) They was going to the exhibition.

- (b) She were a shy girl.
- (c) You does not understand.
- (d) Sreelal have a lot of toys.
- (e) I does not understand this chapter.
- (f) I am finished my homework.
- (g) Neeti do not come to play today.
- (h) You was not well yesterday.
4. Fill in the blanks with the appropriate auxiliary verbs to complete the given sentences.
- (a) We \_\_\_\_\_ going to Pune.
- (b) I am sorry. I \_\_\_\_\_ behaved badly with you.
- (c) You \_\_\_\_\_ not going to join us for this trip.
- (d) You \_\_\_\_\_ lied to all of us! You did not go to school yesterday.
- (e) I \_\_\_\_\_ going to call your father today.
- (f) \_\_\_\_\_ you try to buy a cycle from the online store?

## Recap

- Verbs that are paired with main verbs to form the tense are called **auxiliary verbs**. They are also called **helping verbs**.
- There are three main helping or auxiliary verbs: **be**, **do** and **have**.
- The forms of the three auxiliary verbs are as follows:

Auxiliary Verb	Present Tense	Past Tense
be	Singular – am, is	Singular – was
	Plural – are	Plural – were



Auxiliary Verb	Present Tense	Past Tense
<b>do</b>	Singular – does Personal and plural – do	Singular and plural – did
<b>have</b>	Singular – has Personal and plural – have	Singular and plural – had

- The auxiliary verb **do** helps us ask questions in the Simple Present and Simple Past tenses. It is also used in sentences with *not*.

For example,

*Did you like the present that Anu gave you?* (asking a question)

*I do not like to swim.* (sentence with **not**)

- The auxiliary verb **be** is used for Present and Past Continuous tenses.

For example,

*He is playing with his friends.* (Present Continuous)

*He was playing with his friends.* (Past Continuous)

- The auxiliary verb **have** is used to indicate that an action is complete.

For example,

*Seeta has made this cake for you.*

*Seeta and Maya have made this cake for you.*

# Conjunctions

## After, Before, When, While



In the previous grade, we learned about **conjunctions**.

**Conjunctions** are used to join words, phrases or sentences.

1. Choose the correct conjunction to fill in the blanks. You may use one conjunction more than once.

and

but

or

- (a) I bought cookies, chips \_\_\_\_\_ a cake for my birthday party.
- (b) Shyam is a good artist, \_\_\_\_\_ he likes playing cricket more.
- (c) Should we buy roses \_\_\_\_\_ lilies?
- (d) Rohan \_\_\_\_\_ Priya go to the same school.
- (e) I should study for the test, \_\_\_\_\_ I am too tired.

**Now, look at these sentences.**

*I will eat **after** I finish my homework.*

*You must brush your teeth **before** going to bed.*

*It was midnight **when** we reached home.*

***While** my mother was cooking, I cleaned my room.*



The words in red – *after*, *before*, *when* and *while* – are also conjunctions. They join two sentences or phrases in each of the sentences above.

### Let us learn more about these conjunctions.

#### After

*After* is used to show time. It means *later than*.

##### *Examples:*

Let us go out *after* 6 o'clock.

Can we eat ice-cream *after* dinner?

*After* you finish doing the sums, you must start with your English homework.

#### Before

*Before* is used to show time. It means *earlier than*.

##### *Examples:*

*Before* we begin the new lesson, let us revise the previous one.

We must look both ways *before* crossing the road.

Finish your homework *before* going out to play.

#### When

*When* is used to show the time of an action.

##### *Examples:*

I have to go *when* my sister arrives.

*When* it is 3 p.m., the bell will ring.

I will have lunch *when* the English period gets over.

## While

*While* is used to show two or more actions happening at the same time.

### Examples:

*I watch TV **while** my mother braids my hair.*

*We put away the toys **while** Anuradha slept.*

***While** you are at the mall, can you buy some pencils for me?*

2. Match each conjunction with its use.

after	to show actions happening simultaneously
before	to show the time of action
when	to show that something happened or will happen earlier than some other action
while	to show that something happened or will happen later than some other action

3. Correct the conjunctions in these sentences. One is done for you.

(a) While I grow up, I want to be a pilot or a teacher.

When I grow up, I want to be a pilot or a teacher.

(b) You must always wash your hands while having food.

\_\_\_\_\_

(c) Govind saw a puppy after he was walking in the park.

\_\_\_\_\_

(d) I shall do my homework when the holidays.

\_\_\_\_\_

(e) It was already evening after we reached the hotel.

\_\_\_\_\_

4. Rewrite each pair of sentences by joining them with the correct conjunction. One is done for you.

(a) We were in Shimla. There was heavy snowfall.

*There was heavy snowfall when we were in Shimla.*

(b) Do not switch on the TV. You finish your homework.

(c) I practised dance. My sister did her homework.

(d) Sunaina got this scar. She fell off the jungle gym.

(e) I cleared the table. I ate dinner.

## Recap

- **After, before, when** and **while** are conjunctions which refer to time.
- Their use is as below:

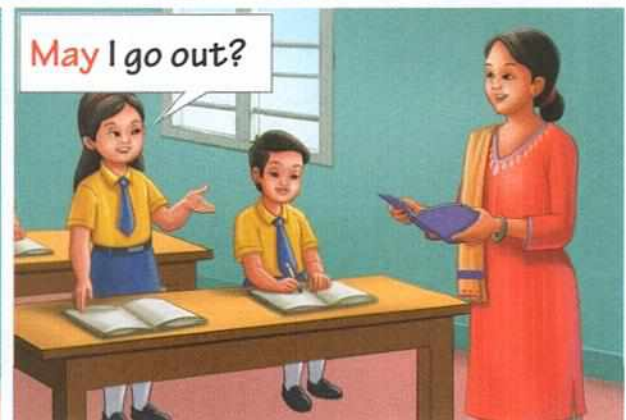
Conjunction	Use	Example
after	To indicate that one action takes place later than another action	<i>Dessert was served <b>after</b> lunch.</i>
before	To indicate that one action takes place earlier than another action	<i>You need to defeat the orcs <b>before</b> you can go the next level in this game.</i>
when	To show the time of an action	<i>It was raining heavily <b>when</b> Mandar left.</i>
while	To indicate that one action happened at the same time as another action	<i>The ant worked hard <b>while</b> the grasshopper relaxed.</i>

# May and Can

## To Ask for Permission



Akumnaro is at school. She is asking her teacher some questions.  
Let us see what these questions are.



Now, Akumnaro is at home. She is asking her mother some questions. Let us see what these questions are.



Look at the words in red – **may** and **can**.

**May** and **can** are used to ask for permission.

Let us look at when we should use the words **may** and **can**.

May	Can
<ul style="list-style-type: none"><li>• In formal situations, when we want to be very polite</li><li>• When we want to take permission from a person we do not know very well or are not close to, i.e., teachers, the principal, strangers, etc.</li></ul>	<ul style="list-style-type: none"><li>• In informal situations, when we do not need to be very polite</li><li>• When we want to take permission from people we are close to, i.e., parents, siblings, friends, etc.</li></ul>

1. Rewrite these sentences as requests for permission, using *may* or *can*. One is done for you.

(a) I want to play cricket instead of tennis today.

May I play cricket instead of tennis today?

(b) I want to visit my aunt tomorrow.

\_\_\_\_\_

(c) I want something to eat.

\_\_\_\_\_

(d) I want to leave the tuition class early.

\_\_\_\_\_

(e) I want to wear the blue dress.

\_\_\_\_\_

2. Look at the questions given below. Each one is used to ask for permission. Which of these can you ask your friend and which can you ask your teacher?

(a) May I go home?

(b) Can I use your dictionary?

(c) May I sit down?

(d) Can I ride your bicycle?

(e) May I say something?

3. The sentences given below have the words *can* or *may*. Tick the sentences in which they have been used to ask for permission.

(a) He can speak Spanish.

(b) Can I use your glue?

(c) It may rain today.

(d) Can you close the door?

(e) Can I eat this?



4. Complete the following sentences with *can* or *may*.

- (a) Mom, \_\_\_\_\_ I take a bath later?
- (b) Ma'am, \_\_\_\_\_ I leave early today?
- (c) Sudha, \_\_\_\_\_ I see your skateboard?
- (d) Sir, \_\_\_\_\_ I keep my bag here?
- (e) Noori, \_\_\_\_\_ I wear your shoes?

5. Find the errors in the questions given below and correct them. One is done for you.

(a) Dina: Sara, ~~may~~ <sup>can</sup> I see your pencil case?

Sara: Yes, you can.

(b) Amit: Ma'am, can I keep this umbrella inside the classroom?

Teacher: No, Amit. The umbrella is wet. Keep it outside the classroom.

(c) Swara: Mom, may I watch a cartoon show after I finish my homework?

Mother: Yes, you can.

(d) Tanu: Ritu, may I drink water from your bottle?

Ritu: Yeah, sure.

(e) Sid: Sir, can I switch on the computer?

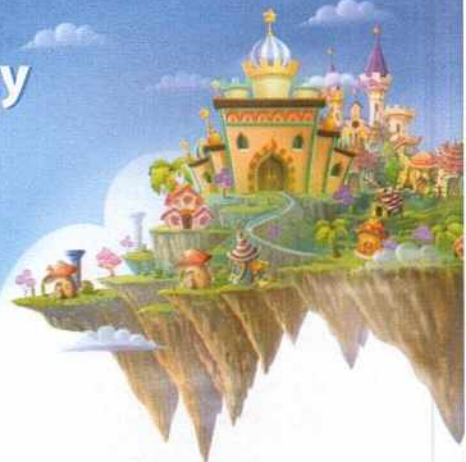
Teacher: Yes, switch it on.

## Recap

- **May** and **can** are used to ask for permission.
- **May** is used in formal situations, when we want to be very polite. We use it to take permission from people we do not know very well, like teachers, the school principal and strangers.
- **Can** is used with people we know very well and can be informal with, like our parents, siblings and friends.

# Can and Cannot

## To Express Ability/Inability and Make Requests



In Chapter 12, we learned how to use **can** to ask for permission.

1. Identify the statements that use *can* to ask for permission by putting a tick mark (✓) against them.
  - (a) Can I borrow your green pencil?
  - (b) I can eat four mangoes in one go.
  - (c) Can you help me with my homework?
  - (d) Satish can run faster than anyone else.
  - (e) Can you breathe?

Look at the sentences you have not marked with a (✓). These sentences also use the word **can**, but for a different purpose.

The helping verb **can** is also used to express ability. It expresses that the doer of the action (main verb in the sentence) is capable of performing the action.

**Let us look at some sentences where *can* is used to express ability.**

*I **can** eat five bananas.*

*Saurav **can** go to school alone.*

*I **can** lift those boxes easily.*

*We **can** do this together.*



In each of these sentences, **can** is the helping verb that is used along with the main verb, in bold. **Can** always comes before the main verb in a sentence.

2. Read the sentences given below. Write *P* against the sentences that use *can* to ask for permission, *R* against the ones that make requests, and *A* against those that express ability.

- (a) Remon can fly a plane.
- (b) Can you please buy me these biscuits?
- (c) Dogs can be wonderful friends.
- (d) Can you climb a tree?
- (e) Can I leave an hour early today?
- (f) Santhoshi can paint very well.

Adding *not* after **can** tells us that the subject cannot perform the action referred to by the main verb.

**Cannot** is written as a single word. It is written as **can't** as well.

*I can run fast.* → I have the ability to run fast.

*I cannot run fast. / I can't run fast.* → I do not have the ability to run fast.

**Let us look at a few more examples.**

Sameer **can** fly a kite. → Sameer **cannot** fly a kite.

Shruti **can** come tomorrow. → Shruti **can't** come tomorrow.

Chota Bheem **can** eat twenty laddoos. → Chota Bheem **cannot** eat twenty laddoos.

Violet **can** make herself invisible. → Violet **can't** make herself invisible.

In all the sentences above, **can** in the sentences on the left tells us that the subjects can perform the action indicated by the main verb. Adding **not** or **n't**

to **can** tells us the exact opposite: the subjects do not have the ability to perform the action indicated by the main verb.

3. Change the following sentences into negative sentences by adding *not* to the word *can*.

- (a) Superman can fly.
- (b) Cats can see in the dark.
- (c) I can finish my English homework today.
- (d) My sister can drive a car.
- (e) Akshay Kumar can perform his own stunts.

**Now, read the following sentence.**

*'Sneha, **can** you help me finish my maths homework?' Jiten asked politely.*

Here, the verb **can** is used to make a request. In this sentence, Jiten is requesting Sneha to help him with his homework. The main verb here is *help*.

**Can** is also used to make requests. The structure of such sentences is:

**Can + you + main verb**

**Examples:**

**Can** you help me clean my room?

**Can** you share your book with me?

**Can** you tell me a story?

**Can** you please switch off the lights?

4. Read the sentences given below. Write next to each sentence whether it is a *request* or it talks about an *ability*.

- (a) Can you pass me the pen? \_\_\_\_\_
- (b) Rashmi can run very fast. \_\_\_\_\_

- (c) Can you switch on the fan, please? \_\_\_\_\_
- (d) What can you do that will help the team? \_\_\_\_\_
- (e) Can you open the door? \_\_\_\_\_
- (f) Prableen can paint beautiful pictures. \_\_\_\_\_
- (g) Can you get me a doll from Russia? \_\_\_\_\_

5. Complete the sentences given below by choosing the correct phrase from the box.

can do      can ride      can eat      can ... draw      can ... call

- (a) \_\_\_\_\_ you \_\_\_\_\_ me at 11:30 a.m.?
- (b) I \_\_\_\_\_ my homework myself.
- (c) Though my sister is little, she \_\_\_\_\_ all by herself.
- (d) \_\_\_\_\_ you \_\_\_\_\_ a picture of the castle?
- (e) Mohan \_\_\_\_\_ his cycle very slowly without losing his balance.

6. Read each of the sentences given below. Identify the sentences that convey ability and rewrite them after adding *not*.

- (a) Sukanya can make jewellery.
- (b) Yatish asked Sudhindra, 'Can you bring me some food?'
- (c) I can sing 'Let it Go' all by myself.
- (d) Can you do me a favour?

(e) The prince can fight bravely with dragons.

(f) Pritha can write beautiful poems.

7. Make requests using *can* for the following situations. One is done for you.

(a) You want your Dad to buy you a basketball.

Dad, can you buy me a basketball?

(b) You need to borrow some crayons from your friend.

(c) You need your friend to help you with a project.

(d) You want your mother to teach you how to ride a cycle.

(e) You want your grandmother to make a special dish for you.

8. Write sentences about five things that you can do well, and five things you cannot do. Make sure to use complete sentences with the word *can* and *cannot/can't*. Read the examples given below.

Can	Cannot
I can ride a bicycle.	I can't drive a car.

## Recap

- *Can* is used to express **ability**.  
For example, *Mayuri can draw very well.*
- When **not** is added to *can*, it conveys **inability**.  
For example, *I cannot cook.*
- *Can* is also used for making **requests**.  
For example, *Can you lend me your pen?*

# Could

## To Make Requests or Ask for Permission



We have learned in the previous chapter that the words **can** and **may** are used in questions to make requests and ask for permission.

1. Read each situation given below and write appropriate requests using *can* or *may*.
  - (a) You want to borrow your friend's notebook.
  - (b) You want to ask your class teacher for paper.
  - (c) You want to ask another student for the directions to the auditorium.
  - (d) You want to ask the Principal if you can stage a dance performance on Independence Day.
  - (e) You want to ask your sister to close the door.

**Now, read this conversation.**



Excuse me, I am looking for this address. **Could** you please help me?

Yes, I will! **Could** you show me the address?



We see that the word **could** can also be used to make requests and ask for permission. **Could** is more polite than **can**.



Let us look at some examples.

Making Requests	Asking for Permission
<i>Can</i> you explain it to me again? (less polite)	<i>Can</i> I park my bicycle here? (less polite)
<i>Could</i> you please explain it to me again? (more polite)	<i>Could</i> I please park my bicycle here? (more polite)
<i>Can</i> you switch on the fan? (less polite)	<i>Can</i> I keep my cycle inside? (less polite)
<i>Could</i> you please switch on the fan? (more polite)	<i>Could</i> I please keep my cycle inside? (more polite)
<i>Can</i> you drop me home? (less polite)	<i>Can</i> I watch Scooby-Doo now? (less polite)
<i>Could</i> you please drop me home? (more polite)	<i>Could</i> I please watch Scooby-Doo now? (more polite)

2. Read the following sentences. Use *Could you please...?* to make the requests more polite. One is done for you.

(a) Can you write a letter for me?

*Could you please write a letter for me?*

---

(b) Can you bring me a glass of water?

---

(c) Can you keep quiet?

---

(d) Can you keep your shoes outside?

---



(e) Can you buy me a chocolate?

---

(f) Can you switch off the fan?

---

(g) Can you come with me to visit Rizwan?

---

(h) Can you be a little quieter?

---

3. Read the following sentences beginning with *could*. Write *R* if they are making requests and *P* if they are asking for permission.

(a) Could I please use your crayons?

(b) Could you please repeat that?

(c) Could I please keep my bag here?

(d) Could you please close the window?

(e) Could you please speak loudly?

(f) Could I please leave early today?

(g) Could you please lower the volume of the TV?

(h) Could you please come with me to visit Rita?

(i) Could we please visit Rita today?

(j) Could Jatin play with us in the evening, please?

4. Read the following situations. Complete the sentences using *Could I please...?* One is done for you.

(a) You want to use your father's computer.

Dad, could I please use your computer?

(b) You want to take a picture with your teacher.

Sir, \_\_\_\_\_

(c) You want to wear your mother's wristwatch.

Mom, \_\_\_\_\_

(d) You want to ask your teacher a question.

Ma'am, \_\_\_\_\_

5. Read the following situations. Write sentences to make requests using *Could you please...?* One is done for you.

(a) Request your friend to come along with you to the playground.

*Could you please come with me to the playground?* \_\_\_\_\_

(b) Request your friend to give a speech on Independence Day.

\_\_\_\_\_

(c) Request your father to cook biryani.

\_\_\_\_\_

(d) Request your teacher to tell you the meaning of the word 'expedition'.

\_\_\_\_\_

## Recap

- Like the words *can* and *may*, *could* can also be used to make requests and ask for permission.

For example,

Request: *Could you please lend me a pencil?*

Asking for permission: *Could I please go and play with my friends at 6 o'clock?*

- Using *could* in requests is more polite than using *can*.

# 15 Articles



What is in Mili's lunch bag?



A sandwich,  
an apple,  
and the tastiest mango chutney  
ever, made by Grandma!

Look at the words in red. These words are called **articles**.

Words that point out nouns in a sentence are called **articles**.

There are three articles in English: **a**, **an** and **the**.

We use **a** or **an** with a noun to show that there is only one of something.

*a boy*

*an orange*

We use **an** before nouns that begin with vowel sounds (represented by the letters a, e, i, o and u).

## Examples:

*We saw **an** elephant in the temple.*

*Raghav eats **an** apple every day.*

*My mother is **an** English teacher.*



We use **a** before nouns that begin with consonant sounds (represented by all the letters of the English alphabet except vowels).

**Examples:**

*Rosie has **a** ball.*

*Let us play **a** game.*

*When I grow up, I want to be **a** scientist.*

1. Read the sentences given below. Put a tick mark (✓) if the article is used correctly and a cross mark (×) if it is incorrect. Rewrite the sentences using the correct articles.

(a) A peacock was dancing in the park.

(b) An farmer is planting saplings.

(c) Sumit wanted a book.

(d) Jai ate a apple.

(e) It was a evening to remember.

(f) We found a sword in the box.

(g) I have a idea.

(h) We need a egg to bake these cookies.

**Now, let us learn how to use the article **the**.**

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

**Examples:**







***The** boy is ill.*

(Not just anyone, but a particular boy is ill.)

*I like **the** flowers you sent me.*

(Not just any flowers, but specifically the flowers sent by you)

We also use **the** before the names of the following things.

Names of rivers	Names of mountain ranges	Names of directions
		
<p><i>The Ganges</i> <i>The River Kaveri</i></p>	<p><i>The Himalayas</i> <i>The Andes</i></p>	<p><i>The northeast</i> Go 200 metres to <i>the</i> south.</p>
Names of seas and oceans	Names of groups of islands or states	Titles or positions of people
		
<p><i>The Pacific Ocean</i> <i>The Red Sea</i></p>	<p><i>The Andaman and Nicobar islands</i> <i>The United States of America</i></p>	<p><i>The Prime Minister</i> <i>The President</i> <i>The Principal</i> <i>The king and the queen</i></p>

2. The article *the* is missing in some of the sentences given below. Read the sentences and tick (✓) the correct ones.

(a) The sun sets in west.

(b) We went swimming in the Ganges.

(c) The Alps are in Europe.

(d) My aunt lives in USA.

(e) Yellow Sea is located between China and Korea.

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

**Example:**

*I saw **a** book in the library. I asked Ma'am if I could borrow **the** book.*

In this example, **a** is used to talk about the book in the first sentence because it is being talked about for the first time. In the second sentence, **the** is used because the book has already been talked about once.

**Let us look at some more examples.**

*My aunt sent us a cake today. **The** cake is very tasty.*

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

3. Read the words given below and sort them into the correct columns. Three are done for you.

Arabian Sea	igloo	banana	Lakshadweep islands
eagle	cat	book	USSR
owl	egg	toy	Prime Minister of India

A	An	The
banana	igloo	Arabian Sea

4. Complete the sentences with suitable articles.
- (a) Reema's uncle gave her \_\_\_\_ puppy for her birthday.
  - (b) Roma's brother is \_\_\_\_\_ athlete.
  - (c) When I grow up, I want to be \_\_\_\_ writer.
  - (d) I bought some biscuits yesterday. \_\_\_\_\_ biscuits are already over.
  - (e) Nandita will get \_\_\_\_ prize from \_\_\_\_ Chief Minister.

5. In the grid below, find three nouns that begin with a vowel and three that begin with a consonant. When you are done, write the six nouns with suitable articles. One is done for you.

N	B	C	A	R	I	V
M	J	A	B	E	T	U
W	A	M	M	A	I	G
A	X	E	U	F	G	T
L	R	R	D	L	E	N
L	I	A	E	O	R	Y
I	M	I	A	W	W	O
G	E	H	V	O	A	E
A	R	R	O	W	K	T
T	Z	L	I	H	S	A
O	J	E	F	G	T	H
R	V	U	C	I	E	D

an alligator

6. Read the paragraph given below. Correct the errors and rewrite it.

One day all the animals met in an jungle. They decided that they needed an king to rule the jungle. The lion said that a strongest animal should be a king. An mouse that was sitting quietly at the back squeaked. 'I am a strongest and cleverest animal in the jungle,' it said. At this, all an animals laughed. A elephant laughed the hardest.

## Recap

- Words that point out nouns in a sentence are called **articles**.
- There are three articles in English: **a**, **an** and **the**.
- We use **a** and **an** with a noun to show there is only one of something.
- We use **an** before nouns that begin with vowel sounds.  
For example, *an egg*, *an umbrella*
- We use **a** before nouns that begin with consonant sounds.  
For example, *a girl*, *a horse*
- We use **the** to talk about a particular person, place or thing.
  - We use **the** before the names of rivers, seas and oceans, mountain ranges, directions, titles of people in authority, and groups of states and islands.
  - We use **the** to talk about things we have already talked about before, using *a* or *an*.





We have learned about **question words** in the previous grade.

1. Read each sentence given below and circle the question words.

- (a) Where is my jacket?
- (b) What is your name?
- (c) Who is Edna Mode?
- (d) When will you take us to visit Nandi Hills?
- (e) Why is the sky blue?
- (f) Which of these sweets do you want?

Each question word helps us ask a different kind of question. We have to learn to use the right question words to get the answers we want.

**Let's look at a list of the question words and the kind of questions they ask.**

Question About	Question Word	Example
person	<b>who</b>	<i>Who hid my purse?</i> Answer: <i>Jiya hid your purse.</i> (person)
place	<b>where</b>	<i>Where are we meeting Tisha?</i> Answer: <i>We are meeting Tisha at the mall.</i> (place)



Question About	Question Word	Example
time	when	<i>When</i> are we leaving? Answer: <i>We are leaving at 8 o'clock.</i> (time)
reason	why	<i>Why</i> are you late? Answer: <i>I am late because of the traffic.</i> (reason)
thing	what	<i>What</i> do you have in your hand? Answer: <i>I have a pencil box in my hand.</i> (thing)
choice or something in particular	which	<i>Which</i> is a better colour for a blazer, black or red? Answer: <i>I like black.</i> (choice)

2. Match the questions given below with their correct answers. Hints are given in brackets to help you select the correct answer.

Questions
Who is the fastest runner in class?
Why are you wet?
Which toffee would you want to have?
When do you want to start your homework?

Answers
I would like to have the caramel toffee, please. (something in particular)
I want to start doing my homework at six in the evening. (time)
I got wet because it started raining suddenly. (reason)
Afreen is the fastest runner in class. (person)

Questions	Answers
Which chocolate do you want, dark or milk?	I want to have eggs and bread for breakfast. ( <i>things</i> )
What do you want to eat?	I want to go swimming at the Dolphin Swimming Club. ( <i>place</i> )
What do you want to have for breakfast?	I want to eat samosas. ( <i>thing</i> )
Where do you want to go swimming?	I prefer milk chocolate. ( <i>choice</i> )

**Now, look at these questions and their answers.**

*How do I make a sandwich?*

*Toast two slices of bread and place a piece of cheese in between them.*

*How did Siladitya hurt his leg?*

*He fell down from the see-saw.*

Both these questions using **how** ask in what way the action was performed.

Questions using **how** ask about the manner in which the action in a sentence is performed. They are also used to ask about the condition, amount or quality of something.

**Examples:**

*How was your first day of school?*

*How did you do on your English test?*

*How are you?*

*How can I make slime?*

3. Read the sentences given below. Colour the boxes for which questions with *how* can be framed.

<b>How</b>	does the train arrive?
	is this cake made?
	of these colours do you like best?
	is your name?
	did Sameena perform?

4. Match the question words in Column A with their purpose in Column B.

A
when
how
where
why
what

B
manner
time
thing
place
reason

5. Complete the sentences given below with the correct question words.

- (a) \_\_\_\_\_ did you eat for breakfast?  
 (b) \_\_\_\_\_ have you hurt your leg?  
 (c) \_\_\_\_\_ song are you singing?  
 (d) \_\_\_\_\_ ate the muffins?  
 (e) \_\_\_\_\_ are you going this morning?

- (f) \_\_\_\_\_ have you kept my watch?
- (g) \_\_\_\_\_ did the teacher ask?
- (h) \_\_\_\_\_ long have you been waiting?
- (i) \_\_\_\_\_ do I need to reach the airport? Will 7 p.m. be okay?
- (j) \_\_\_\_\_ sent the parcel?

6. Read the answers given below. Write questions using correct question words for the answers. One is done for you.

(a) We went to the zoo.

*Where did you go?*

---

(b) First I cut the brown paper and then put the book on it. Then I folded the edges to cover my book.

---

(c) Sia's uncle is coming tomorrow.

---

(d) Jyoti is sad because she is missing her brother.

---

(e) I like the red dress more than the black one.

---

(f) I bought these shoes from New Market.

---

(g) We had idlis for breakfast.

---

(h) Buy the red roses.

---

7. Colour the boxes that have the correct sets of questions and answers.

Q: When did you meet Simar? A: I met Simar.	Q: Who did you meet? A: I met Simar.	Q: Where did you meet? A: I met Simar.	Q: How did you meet? A: I met Simar.
Q: When did Rachel go? A: Rachel went to school.	Q: Where did Rachel go? A: Rachel went to school.	Q: How did Rachel go? A: Rachel went to school.	Q: Why did Rachel go? A: Rachel went to school.
Q: When does Pari dance? A: Pari dances beautifully.	Q: How does Pari dance? A: Pari dances beautifully.	Q: What does Pari dance? A: Pari dances beautifully.	Q: Which dances? A: Pari dances beautifully.
Q: Where should I buy the bag? A: Buy the big bag, not the small one.	Q: When should I buy the bag? A: Buy the big bag, not the small one.	Q: How should I buy the bag? A: Buy the big bag, not the small one.	Q: Which bag should I buy? A: Buy the big bag, not the small one.

## Recap

There are seven different words which can be used to ask questions. These question words and the kind of questions each of them are used for are given in the table below.

Question About	Question Word
person	who
place	where
time	when
reason	why
thing	what
choice or something in particular	which
condition, quality, manner, way or amount	how



In the previous grades, you have learned about punctuation and how to use punctuation marks such as capital letters, full stop, exclamation marks and question marks.

1. Rewrite each sentence with correct punctuation marks.

- (a) can you come here
- (b) i am going to new delhi
- (c) hurray we are going on a picnic
- (d) what a beautiful day
- (e) When are you going to manali

**Now, read the sentence given below.**

*We saw monkeys, lions, giraffes and crocodiles at the zoo.*

This sentence has two punctuation marks – a full stop at the end and a **comma** (,) after the words *lions* and *monkeys*. In the above sentence, the speaker lists the different animals seen at the zoo.

The punctuation mark which is used to separate words in a list is called a **comma** (,).



**Examples:**

*He has a book, a pencil, an eraser and a ruler.*

*The children love to eat mangoes, apples and oranges.*

*Did you see the green, blue and purple bubbles?*

We may have seen commas being used in poems even when no list is being used. Commas are also used in poems to indicate a pause.

**Examples:**

*Jack fell down, and broke his crown,*

*And Jill came tumbling after.*

*Johny, Johny.*

*Yes, Papa!*

2. Read the sentences in the boxes below. Colour the boxes green if the punctuation is correct and red if they are incorrect.

(a)	Please get apples, eggs and bananas from the market.
(b)	Shruti went to school with Somaya Aman and Nandita.
(c)	My favourite movies are <i>Moana Frozen</i> and <i>Black Panther</i> .
(d)	On Sunday, we went to the mall, circus and the park.
(e)	Siri invited Aishwarya Veena Sandeep Ipshita and Krishna to her birthday party.
(f)	Tasneem plays football, basketball and volleyball.
(g)	Tejaswini got a blue frock, a red t-shirt and a white skirt as presents.
(h)	We are going to Munnar Kochi and Alleppey this summer.



3. Add commas (,) where required to the sentences given below.

- (a) Ritu Richa and Sukanya went to watch a film yesterday.
- (b) He has a blue a green and a red handkerchief.
- (c) I want a cycle a helmet and a pair of shoes for my birthday.
- (d) Babloo has travelled to Delhi Mumbai and Bangalore with his uncle.
- (e) We need flour butter sugar and eggs to bake a cake.
- (f) Arabhi used roses lilies and carnations in the bouquet.
- (g) The sandwich was made of carrots cucumber tomatoes and lettuce.
- (h) We learn English Maths EVS Hindi and Social Studies in school.

4. Add punctuation to this paragraph.

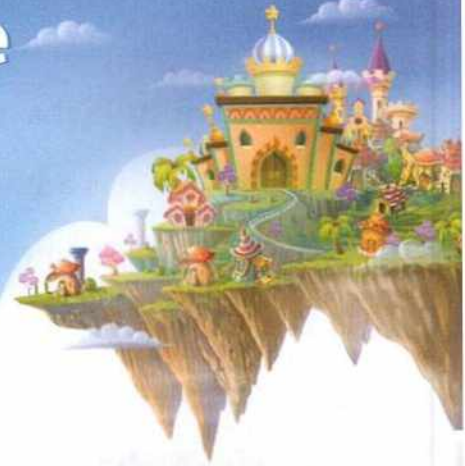
Ananya is one of the untidiest people I know she always wears t-shirts and jeans her jeans are usually dirty and sometimes also have holes in them her hair is always tied up in a ponytail and she is often seen scratching her head she usually sits at the back of the class and often falls asleep in the middle of classes but when the exam results are declared she always gets an 'A' grade she might be untidy and lazy but she is very intelligent

### Recap

- A **comma** (,) is used to separate words in a list. For example, *The colours in our national flag are saffron, white and green.*
- A comma is also used to indicate a pause. For example, *Baa-baa black sheep, have you any wool?*

# Parts of a Sentence

## Subject and Predicate



### Read these lines.

*My brothers like to play cricket.*

*But I hate it!*

*I like playing badminton.*

*Which game do you like to play?*



Each of the lines given above is called a **sentence**.

A **sentence** is a group of words that makes complete sense by itself.

1. Look at the groups of words. Tick the ones that are sentences.

- (a) My favourite cartoon is *Shaun the Sheep*.
- (b) Dosas for breakfast
- (c) Ravi and Mona
- (d) Please do not disturb them.
- (e) Could you please shut the door?


Every sentence has two main parts: the **naming part** and the **telling part**. The naming part tells us who or what the sentence is about. The telling part tells us something about the naming part.

**Let us learn to identify each part. Look at the first sentence again.**

*My brothers like to play cricket.*



In the above sentence, **my brothers** is the naming part and **like to play cricket** is the telling part. The naming part is called the **subject** and the telling part is called the **predicate**.

The **subject** is the person, animal, thing or place that a sentence is about. It can be a noun, a pronoun or a group of nouns.

The **predicate** is the part of a sentence that contains a verb and gives information about the subject.

### Let us look at some more examples.

*The horse*      *runs on the field.*  
subject              predicate

*The children*      *are making cookies.*  
subject              predicate

*Shiuli*              *is watching a play.*  
subject              predicate

*I*                      *want cornflakes for breakfast.*  
subject              predicate

2. Circle the subject and underline the predicate in the sentences given below.

- (a) She went shopping yesterday.
- (b) My uncle is a doctor.
- (c) My grandparents are visiting us next week.
- (d) We waited a long time for the bus.
- (e) Her mother and aunt are making cakes for everyone.

3. Read each of the sentences given below. Write whether the underlined part of the sentence is the subject or the predicate.

- (a) I need your help to move the box. \_\_\_\_\_
- (b) My favourite colour is yellow. \_\_\_\_\_





Look at the pictures below.



Now, read the story which is written based on the pictures above.

Once, a mighty lion caught hold of a small mouse. He was about to eat the mouse when it begged, 'King of the Jungle, please let me go! I will remember this and will also help you one day.' 'How can you, such a weak little creature, possibly help me?' the lion roared. But the mouse begged and begged, and finally, taking pity on the tiny creature, the lion let it go. Many days later, the mouse was running through the jungle, when it saw the lion caught in a hunter's trap. The mouse cut the trap with its sharp teeth and set the lion free. 'No matter how big or small, every animal has its day!' the mouse said to the lion. The lion thanked the mouse and said sorry for being so proud of his strength.



We can see that to write this story, a link had to be established between the three given pictures. The pictures indicated the beginning, middle and end of the story. We had to describe each part and connect them using words to create the story.

### **Let us learn how to do this.**

#### **Beginning**

- Observe the time and place in which the story takes place.
- Note the main characters in the story and introduce them.
- Some phrases that you can use to begin a story are:
  - Once upon a time ...
  - One bright sunny day ...
  - High up in the cold snow-covered mountains, there lived ...

#### **Middle**

- Here, you state what exactly is happening in the story or what the story is about.
- The middle part must be connected to the beginning of the story. Therefore, the events or problems described here must involve the main characters introduced in the beginning.

#### **End**

- The end must be connected to both the beginning and the middle of the story.
- It shows how each event or problem ends or is solved.
- It must tell us what happens to each character in the story, whether major or minor.

Write a story using the picture cues given in each set.

(a)



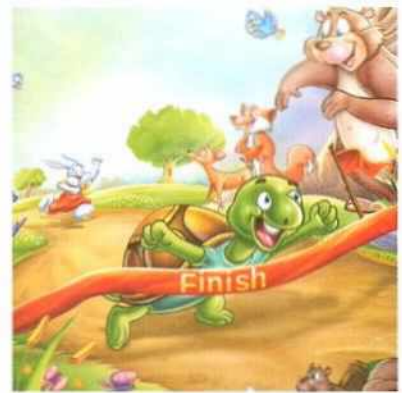
(b)



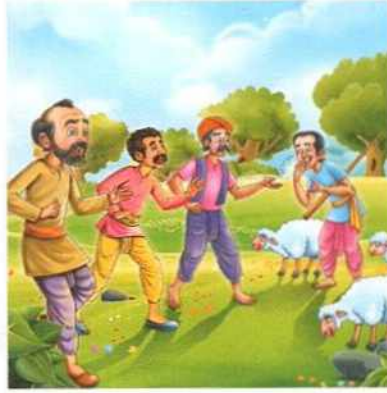
(c)



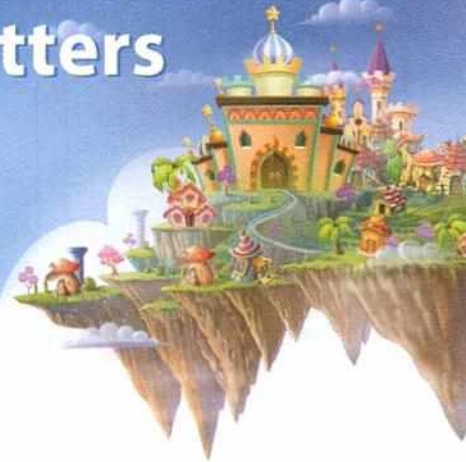
(d)



(e)







We write letters to friends and relatives who live away from us, to keep in touch with them.

Letters written to people we know very well are called **informal letters** or **personal letters**.

Informal letters can be written to give or receive news, share experiences, express feelings and much more. They do not follow many rules. They can be as long or short as we want and are written in a friendly, conversational tone.

Let us look at an informal letter. Dhruv has written this letter to his cousin Tishani, who lives in Coimbatore.

104, Annapurna Apartments → Sender's  
Street No. 52 address  
Viṣaynagar  
Hyderabad

September 14, 2018 → Date

Dearest Tishani, → Greeting

I hope this letter finds you, Grandpa, Uncle Tushar and  
Aunt Savita well. → Introduction



We reached Hyderabad the day before yesterday and miss you already! We had so much fun together that I never realised how fast the holidays went by. It feels like we spent only a week together, when it was really a month! Thank you for being such a great host. I will miss our games and jokes very much.

I hope you will come to Hyderabad in the winter holidays, like Ma suggested. I will have the chance to introduce you to my friends. There are many tourist spots we can go to as well. I think you will especially like the Paigah Tombs because you like history so much. Please think about it and when I receive your reply to this letter, I hope to hear a yes!

Until then, take care and good luck for the new school year!

Love,

Dhruv

Body

Conclusion

Closing

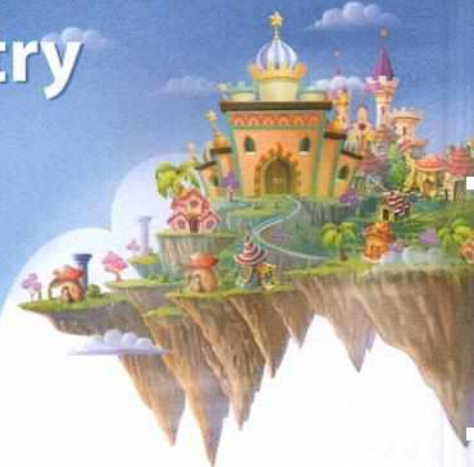
Signature

As we can see, the various sections of an informal letter include

- the sender's address
- the date
- the greeting
- the main message (introduction, body and conclusion)
- the closing
- the signature

**Now, can you write some informal letters in the same manner?**

1. Write a letter to your friend or cousin in another town or city asking them to visit you during the summer vacation.
2. Imagine you are at a trekking camp in the mountains. Write a letter to your parents about your experiences at the camp.
3. Write a letter to your grandparents informing them that you will visit them next month.
4. Write a letter to your favourite cartoon character or superhero.



Do you have a diary?

**Diary writing** is a good way to keep a record of all the events taking place in our daily lives. It also helps improve our handwriting and writing skills.

There are no set rules to write a diary. You can write every day, or whenever an important thing or event that you would like to remember later happens. You can write down everything which happened that day or record only the most interesting and important bits of information. There are only a few broad guidelines to be followed while writing a diary entry.

**Let us learn how to write a diary entry.**

Wednesday, 16 May, 2018

Day and date

Bengaluru

Place

Dear Diary,

Greeting

I had the most wonderful day today! I thought I would have loads of fun today, because it was my birthday. But I did not expect it to be so amazing!

Introduction

My grandparents, uncle, aunt and all my cousins had come to visit me for my birthday, all the way from Lucknow! I was so happy.

Body

