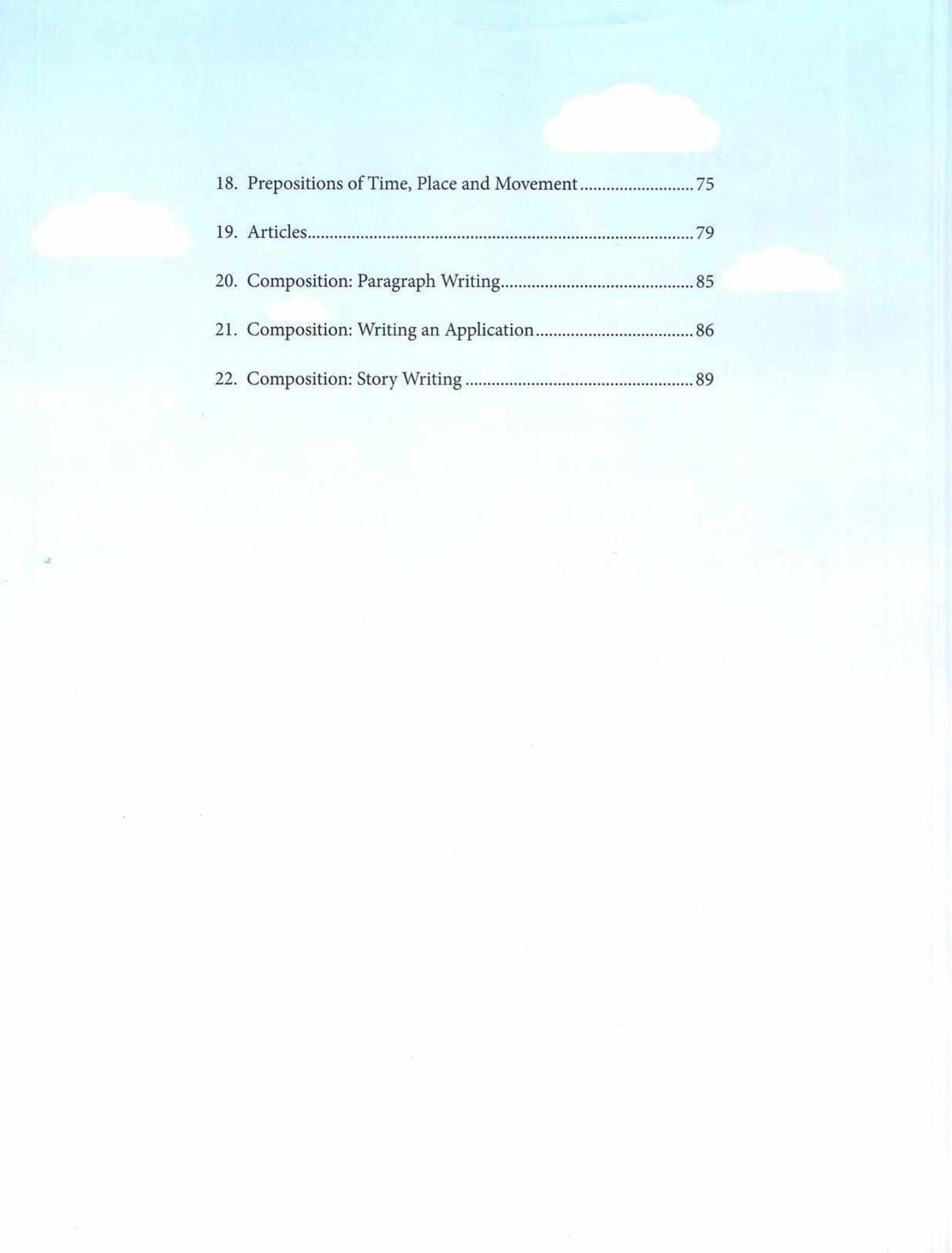


Contents

1. Collective Nouns: Objects.....	1
2. Concrete and Abstract Nouns	5
3. Distributive Adjectives	9
4. Irregular Adjectives.....	12
5. Order of Adjectives	15
6. Adverbs of Frequency.....	20
7. Helping Verbs and Linking Verbs.....	24
8. Modals: May and Might	28
9. Subject-Verb Agreement	32
10. Conjunctions: Because, Since, So and As.....	38
11. Future Tense: Simple and Continuous	45
12. Interrogative Pronouns and Interrogative Adjectives	51
13. Possessive Pronouns and Possessive Adjectives.....	55
14. Participles.....	60
15. Interjections	65
16. Punctuation: Semicolon and Colon.....	68
17. Types of Sentences	71



18. Prepositions of Time, Place and Movement.....	75
19. Articles.....	79
20. Composition: Paragraph Writing.....	85
21. Composition: Writing an Application.....	86
22. Composition: Story Writing	89

Collective Nouns

Objects



We have learned about collective nouns for people and animals in the previous grades. In this chapter, we will learn about collective nouns for objects. Now, based on your previous knowledge, do the following exercise.

1. Identify the collective nouns for people and animals in the paragraph given below.

Ravi brings home his circle of friends every Sunday. His mother keeps a basket of fruits on the table near the painting of a flock of sheep. They eat the fruits and then run up the flight of stairs. They go to the roof and look at the range of mountains. They also play with Ravi's dog, Lucky, and her litter of puppies. The dog has a small kennel, which is beside the cage of a flock of birds.

Read the sentences given below.

*I gave my mom a **bouquet** of flowers for her birthday.*

*Deepa got a **set** of bowls as a birthday gift.*



Look at the words **bouquet** of flowers and **set** of bowls.

They talk about a collection of things. These words are **collective nouns**. But they are usually treated as singular nouns. That is why we say 'This **bunch** of grapes was sweet' and not 'This **bunch** of grapes were sweet'.

Collective nouns are words that talk about a group of things as one unit. They are usually treated as singular nouns.



Examples:

Mom placed the *chest* of drawers near the window.

Uncle Tom bought us a *basket* of fruits.

In both the examples, the collective nouns, *chest* and *basket*, are in the singular form. But they talk about the plural nouns, *drawers* and *fruits*, respectively, as one unit.

The table below lists some of the most frequently used collective nouns for objects.

Collective Nouns	
a group of islands	a basket of fruits
a constellation/galaxy of stars	a pack of cards
a wad of notes	a pair of shoes
a forest of trees	a bouquet of flowers
a fleet of ships	a cloud of dust
a string of pearls	an album of photographs
a collection of stamps	a hedge of bushes
a block of flats	an anthology of poems
a batch of bread	a garland of flowers
a book of exercises	a bale of cotton
a shelf of books	a set of teeth
a clump of trees	a collection of coins

2. Match the collective nouns in column A with the nouns in column B to make meaningful phrases.

A
a stack of
a wad of
a cloud of
a bouquet of
a pack of
a shelf of
a set of
a collection of
a block of

B
dust
flowers
cards
notes
wood
flats
stamps
teeth
books

3. Fill in the blanks with the correct collective nouns from the box.

string	collection	garland	pair	batch
clump	set	stack	heap	shelf

- My friend has a fine _____ of old coins.
- A strong wind scattered the _____ of hay in the farm.
- Will this _____ of pearls look good with my dress?
- Aladdin saw a _____ of stones at the cave's entrance.
- Zareen bought a _____ of shoes.
- The bride wore a _____ of flowers.
- We have a _____ of trees behind our house.
- The carpenter always carried his _____ of tools.



(i) The baker offered us a fresh _____ of bread.

(j) There is a _____ of books in the new cafe.

4. Circle the correct collective noun in each sentence.

(a) The West Indies is a group of/pack of islands.

(b) Teresa had a string of/wad of notes in her purse.

(c) The fleet of/bunch of ships arrived at the dock.

(d) Rahul uses a pack of/wad of cards to show magic tricks.

(e) The band of/bunch of keys jingled in his pocket.

(f) The book of/collection of exercises will get printed today.

(g) I have an album of/orchard of photographs of my childhood.

(h) Gita has an anthology of/army of poems.

5. Correct the collective nouns used in the following sentences.

Ashish has a big bunch of books in his house. His window is always open, from which one can see a fleet of green hills. There is a garden at the back as well. It has banana plants with a cloud of bananas and coconut trees with a range of coconuts. When it gets dark, a string of stars can be seen in the sky.

6. Use the collective nouns given below to write a paragraph of five to seven lines titled 'The Journey of a Sailor'.

a group of islands

a hedge of bushes

a string of pearls

a fleet of ships

a cloud of dust

a range of mountains

Recap

Collective nouns are words that talk about a group of things as one unit. They are usually treated as singular nouns. For example, *a string of pearls*, *a collection of stamps*.

Concrete and Abstract Nouns



Read the sentences below.

I was in great **pain** when I fell off the **stairs**.

I know someone who runs away in **fear** when **crackers** are burst.

Ruksana has a lot of **stamina**.

The words **stairs**, **crackers** and **Ruksana** are **concrete nouns**. They can be seen, heard, touched or smelt.

Concrete nouns name things that we can see, hear, taste, smell or touch.

Let us look at some examples of concrete nouns.

Concrete Nouns			
coffee	cat	foot	cotton
bell	grape	lemon	stairs
mother	child	fruit	gold

The words **pain**, **fear** and **stamina** mentioned in the sentences above are **abstract nouns**. They cannot be seen, heard, touched, tasted or smelt.

Abstract nouns name things that we can feel, or think about but cannot see, hear, taste, smell or touch.



Let us look at some examples of abstract nouns.

Feeling	Quality	Idea/Concept	State	Action/Event
love	kindness	freedom	poverty	celebration
anger	courage	luck	confusion	competition
irritation	honesty	faith	freedom	imagination
confidence	trust	culture	youth	treatment
pain	determination	cleanliness	sleep	judgement
nervousness	patience	knowledge	childhood	theft

Abstract nouns can be formed from adjectives, verbs and nouns.

Let us look at a few examples.

Adjective	Verb	Noun	Abstract Noun
able			ability
kind			kindness
	act		action
	determine		determination
		child	childhood
		neighbour	neighbourhood

- Read the following sentences. Circle the abstract nouns and underline the concrete nouns.
 - I bought a new bag.
 - He shivered in fear.
 - Tenali Raman was famous for his wisdom.

- (d) Shreya searched everywhere for her book.
- (e) The baby cried of hunger.
- (f) My mother says that it is important to share our knowledge.
- (g) Vishwaja is very honest.
- (h) I received the file yesterday.
- (i) I drink milk every morning.
- (j) Sree is very intelligent.

2. Write the opposites of the abstract nouns given below by choosing the correct option from the box.

birth	justice	foolishness	failure
good luck	honesty	presence	politeness

- (a) dishonesty _____
- (b) wisdom _____
- (c) absence _____
- (d) bad luck _____
- (e) success _____
- (f) rudeness _____
- (g) injustice _____
- (h) death _____

3. Fill in the blanks using the abstract nouns given in the box.

friendship	responsibility	memory	hope	power
anger	pain	fear	bravery	truth

- (a) Sudha was filled with _____ when she saw the lion.
- (b) Rahul was in great _____ when he hurt his knee.
- (c) Always speak the _____.
- (d) _____ awards are given to children every year.



- (e) The man shouted in _____ when the children broke his window pane.
- (f) Jay and Veeru shared a strong _____.
- (g) Satya does not forget anything she studies because of her good _____.
- (h) With great _____ comes great _____.

4. Write abstract nouns related to the given concrete nouns. One has been done for you.

- (a) thorn (concrete)– pain (abstract)
- (b) prize – _____
- (c) muscle – _____
- (d) tiger – _____
- (e) water – _____
- (f) throne – _____
- (g) sword – _____

Recap

- **Concrete nouns** name things that we can see, hear, taste, smell or touch. For example, *chair, table, hand, glass, flower, phone*, etc.
- **Abstract nouns** name things that we can feel or think about, but cannot see, hear, taste, smell or touch. For example, *happiness, hunger, beauty, anger, strength, weakness*, etc.



Read the following sentences.

Each artist is given an art kit along with a book.

Every mobile phone comes with a charger.

Either participant could have won the competition.

Neither player could have finished the race.

Each, *every*, *either* and *neither* are **distributive adjectives**. They refer to individual members of a group.

Adjectives that refer to individual members of a group are called **distributive adjectives**. *Each*, *every*, *neither* and *either* are **distributive adjectives**. They are used with singular nouns.

Let us now learn about each of the distributive adjectives in further detail.

Each is used to show that a single condition is applied to everyone in a group.

Examples:

Each participant needs to collect their participation certificate.

Each book in the library has a serial number written on it.

Every is used to refer to each member of a group, although all the members of the group are considered without exception. *Each* and *every* can be used interchangeably.



Examples:

Every notebook needs to be covered and labelled.

Every student is encouraged to participate in different competitions.

Either is used to refer to one or the other between two options.

Examples:

Either book of the writer will win a prize this year.

I can wear either dress for this occasion, but I prefer the green one.



Neither means that none of the options listed can be considered.

Examples:

Neither candidate was right for the job.

Neither dish was to my taste.

1. Underline the distributive adjectives in the sentences below.

- (a) I have realised that neither bag is big enough.
- (b) Every boy in this class wears a white shirt.
- (c) Either team may win.
- (d) Each group is to follow its leader.
- (e) My father has to go to the factory every day.
- (f) Every student in my class is intelligent.

2. Fill in the blanks by choosing the correct distributive adjective from the box.

neither

each

either

every

- (a) _____ patient wants to see the doctor.

- (b) _____ boy in the school has to wear a blue tie on Saturday.
- (c) _____ nation must work for peace.
- (d) _____ book in the Harry Potter series is excellent.
- (e) _____ student should carry their own bags.

3. Identify the errors, if any, in the use of distributive adjectives in the following sentences. Rewrite the sentences correctly.

- (a) Each student gets a free book.
- (b) Neither orphan child needs care and support.
- (c) Every one of the answers is correct.
- (d) They gave a pen to either boy.
- (e) Neither student has to wear the uniform.

Recap

- Adjectives that refer to individual members of a group are called **distributive adjectives**.
- *Each, every, either* and *neither* are **distributive adjectives**.



You have learned in the previous grade that adjectives can be used to compare two people, places, things or animals (comparative), or one person, animal, place or thing with other members of the same group (superlative).

1. Circle the correct option to complete each sentence.

- (a) We are (healthy/healthier/healthiest) because of regular exercise.
- (b) My uncle's jokes are (funny/funnier/funniest) than my dad's.
- (c) The last team was the (smart/smarter/smarter) of all.
- (d) Tarak is (polite/politer/politest) than his elder brother.
- (e) This is one of the (tough/tougher/toughest) tests of my life.



Now, look at the following sentences.

The book was *better* than the movie.

The weather will get *worse* at night.



The words *better* and *worse* are the comparative degrees of *good* and *bad*, respectively. Some adjectives, like *good* and *bad*, use entirely new words to form their comparative and superlative degrees. Such adjectives are known as **irregular adjectives**.



Adjectives that completely change their form in the comparative and superlative degrees are called **irregular adjectives**.

Let's look at some common irregular adjectives.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
much/many	more	most
little	less	least
old	elder	eldest
far	further/farther	furthest/farthest

- If an adjective is long and does not end with -y, the word **more** is usually added to the comparative form and **most** to the superlative form, instead of **-er** and **-est**. Such adjectives are also called irregular adjectives.

Examples:

more intelligent *most intelligent*
more beautiful *most beautiful*

2. Underline the comparative and superlative forms of irregular adjectives used in the passage below.

There is a football match between our school and another. They have a better team than ours. The last match with them was the worst one we had in the entire tournament. Their captain scored a goal from the farthest possible point. Our goalkeeper dived to his left, but the ball went past him between the goalposts. This time, our hopes of winning the match are lower. Our only hope is Dev, who is the best striker in the city.

3. Fill in the blanks with the correct form of the words given in brackets.

- (a) He says that he has the _____ job in the world. (*bad*)
- (b) I was the _____ student to enter the classroom. (*late*)
- (c) Sagar has _____ storybooks than you. (*many*)
- (d) Tanya is a _____ dancer than her sister. (*good*)
- (e) Some people say football is a _____ sport than cricket. (*entertaining*)
- (f) We walked until we could go no _____. (*far*)
- (g) Shruti left _____ than most of the guests. (*late*)
- (h) This is the _____ biryani I have ever eaten. (*good*)
- (i) Playing with fire is _____ than playing with water. (*dangerous*)

4. Read the sentences and correct the mistakes in the comparative and superlative forms of the adjectives.

- (a) My sister is eldest to me by five years.
- (b) I am most interested in playing video games than cleaning my room.
- (c) Dogs are intelligenter than cats.
- (d) I scored best grades than Hari in the exam.
- (e) Honey has most toys than Heena.
- (f) Sheena got the many number of votes in the election.
- (g) Shanti lives the further from school. That is why she is always late.



Recap

Adjectives that completely change their form in the comparative and superlative degrees are called **irregular adjectives**.



Look at the following sentences.

*My brother is a **cute** baby.*

*We live in a **big** town.*

*She is a **happy** child.*

The words **cute**, **big** and **happy** are **adjectives**. They are usually placed before the nouns they qualify, as you can see in the sentences above.

Adjectives are words that describe the colour, number, size and quality of the nouns and pronouns they qualify. They are also used to compare two or more people, animals, places or things.

1. Read these sentences carefully and circle the adjectives.
 - (a) Five juicy yellow mangoes are kept on the table.
 - (b) That little cute bunny is my favourite toy.
 - (c) There is a big black dog on the porch.
 - (d) My dad gifted me a big brown teddy bear on my birthday.
 - (e) There is a small green parrot sitting on his shoulder.
 - (f) This is an old beautiful wooden armchair.
 - (g) It is an old nice building.



- (h) Raghu is a nice and intelligent boy.
- (i) She wore a lovely blue dress.

As you can see in the sentences above, there can be more than one adjective in a sentence. In such cases, we need to place the adjectives in an order.

Let's look at the usual order in which adjectives are placed.

Adjectives of number	Adjectives of size	Adjectives of age	Adjectives of shape or quality	Adjectives of colour	Adjectives of material
1	2	3	4	5	6

Examples:

We played in the *shallow blue* river near my uncle's house.
 quality colour

I bought a *small new red* notebook for making notes.
 size age colour

Rama gifted us *two big rectangular brown wooden* book racks.
 number size shape colour material

The room has a *large old round black steel* table.
 size age shape colour material

If adjectives of two or more categories are used in a sentence, they are written in the order discussed above without using a comma.

Examples:

I love that *big old green* car that is always parked at the end of the street.

It is a *huge scary black* dog.

When there are two or more adjectives of the same group, a comma is used, and the word *and* is placed between the last two adjectives. A comma is never placed between an adjective and a noun.

Examples:

The road is *narrow, winding and dangerous*.

The house is *green and red*.

2. Tick the correct arrangement of adjectives in the following sentences and add a comma (,) and *and* where necessary.

(a) That (*large old steel / steel old large*) cupboard belonged to my grandfather.

(b) Annabelle was a/an (*scary ancient / ancient scary*) doll.

(c) The ice-cream was (*creamy mouth-watering / mouth-watering creamy*).

(d) Reshma has a (*brown fierce huge / huge fierce brown*) dog.

(e) Both Arnab and Rajesh got (*paper long new / new long paper*) notebooks.

(f) It is a (*red beautiful / beautiful red*) flower.

(g) Pooja's sister has (*thick black long / long thick black*) hair.

3. Rewrite the following sentences by arranging the adjectives in the right order and adding commas where required.

(a) All my books are in the cardboard brown new box.

(b) Roshan bought new five bright-coloured sketchpens.

(c) Kaira wore a red beautiful dress.



(d) The dark huge mountains looked scary from a distance.

(e) I bought a mobile new shiny phone yesterday.

(f) I have green two ink pens.

(g) My sister has a black cat old big as her pet.

(h) My father bought twelve white sparkling eggs oval.

(i) Harish is covering himself with a woollen warm big red blanket.

(j) Mother bought me a blue new denim jacket.

4. Correct the incorrect arrangement of adjectives.

(a) The old shaggy big dog white visited the butcher's shop every day.

(b) There are many leafy big green banana plants in our garden.

(c) The Indian flag is saffron, green, white.

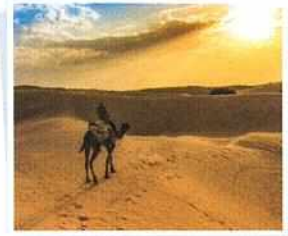
(d) I saw tiny brown six monkeys climbing up on the roof of our house.

(e) A white huge wave crashed upon the seashore.

(f) The taxis in Delhi used to be black, yellow before.

(g) The Thar Desert is dry and hot.

(h) The sun in the morning looks calm, orange and round.



(i) My grandmother drove an old, red, black Austin.

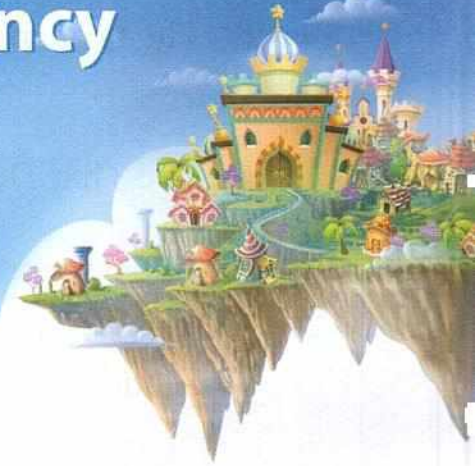
(j) Anu brought me a big, delicious, chocolate cake.

5. Write about your visit to a beach or a hill station in about 150 words. Use as many adjectives as you can to write about the things you saw or did. Remember to use the adjectives in the correct order.

Recap

As a sentence may have more than one adjective, it is important to know the **order of adjectives**. This is the usual order in which adjectives are placed in a sentence.

Adjectives of number	Adjectives of size	Adjectives of age	Adjectives of shape or quality	Adjectives of colour	Adjectives of material
1	2	3	4	5	6



Look at the following sentences.

My teacher is *never* late for class.

We *usually* have dosa for breakfast.

The words in red talk about how frequently an action takes place. These words are **adverbs of frequency**.

Adverbs of frequency talk about the frequency of an action, or how often something happens.

Let us look at some of the most commonly used adverbs of frequency.

always	often	usually	sometimes	regularly
occasionally	normally	hardly	daily	rarely
weekly	ever	hourly	seldom	monthly
never	yearly	generally	weekly	frequently

- Adverbs of frequency have different positions in a sentence. These adverbs can be placed before the main verb.

Examples:

*I **always** wake up early in the morning.*

*We **sometimes** play football in the old ground.*

*I **often** think of you.*



- These adverbs can be placed after verbs such as *am, are, is, was, and were.*

Examples:

*Anu is **never** late for her classes.*

*There are **hourly** ferries from Versova to Madh Island.*

- These adverbs can be placed at the beginning of a sentence.

Examples:

***Sometimes** I go for a walk in the park.*

***Often** we play in the adjoining ground.*

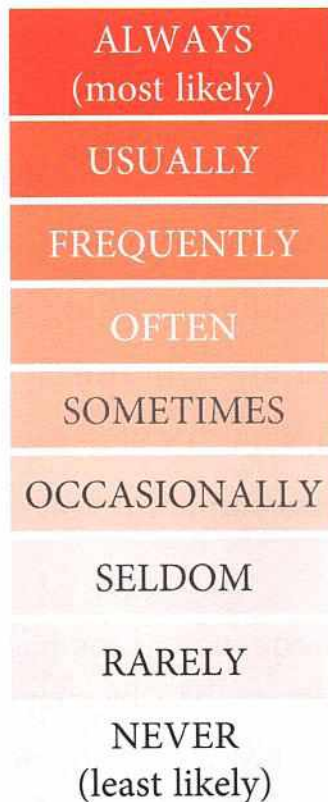
- These adverbs can be placed at the end of a sentence.

Examples:

*I go for swimming classes **daily**.*

*In the month of June, it rains quite **frequently**.*

Look at the scale given below that shows adverbs in the decreasing order of their frequency.



1. Underline the adverbs of frequency in the sentences below.

(a) Mohan rarely attends the music classes after school.

(b) You should visit your dentist regularly.

(c) I usually sleep early, but last night I stayed up late.

(d) How often do you meet your friends?

(e) I am not a professional singer. I sing occasionally.



2. Circle the most appropriate adverb of frequency in each sentence.

(a) Pritha amazes me. She is never/always so happy and lively!

(b) I have frequently/never seen him come on time. He is always late.

(c) Devika is a good student. Her answers in the English class are seldom/usually right.

(d) Nurul and I had a fight in the second standard. I always/rarely talk to him now.

(e) I seldom/often worry about the exams. I have studied well this year.

3. Read the following sentences and circle the correct word order.

(a) Sheila eats always/always eats with her group of friends.

(b) Raju and Anirban always meet up/meet up always to study together.

(c) Anu seldom says/says seldom anything bad about anyone.

(d) Sneha's answers in class are right usually/usually right.

(e) Rahul has always/always has his books with him.

(f) Josh picks up sometimes/sometimes picks up his friends while going to school.

4. Underline the adverbs of frequency in the passage below. Then arrange them in the decreasing order of their frequency.

This is Martha. She likes to stay active. She never goes to bed late and usually gets up early so that she can go out for a run. She sometimes goes

swimming at the sports centre. Often, she rides her father's old bicycle to her school. She is also a musician. Martha frequently attends music concerts in the city auditorium. She seldom watches TV because she likes doing things outside.

5. Choose the correct adverbs of frequency from the box and complete the sentences. There could be more than one correct answer.

always usually often sometimes never rarely

- (a) I am _____ late. I _____ arrive on time for school.
- (b) Sai is good at mathematics. He _____ scores more than 90.
- (c) I _____ eat at the restaurant across the street. They serve good food.
- (d) I _____ take a bus to school. I hate travelling by bus.
- (e) My uncle _____ allows me to take his dog out for walks. He is very sweet.
6. Given below are a few adverbs of frequency. Use them to make sentences, as per the instructions given in brackets.
- (a) rarely (*use before the main verb.*)
- (b) always (*use after am / is / are / was / were.*)
- (c) regularly (*use at the end of the sentence.*)
- (d) seldom (*use before the main verb.*)
- (e) sometimes (*use at the beginning of the sentence.*)

Recap

Adverbs of frequency talk about the frequency of an action, or how often something happens.

Helping Verbs and Linking Verbs



Let us read the sentences given below.

The children *are* playing in the park.

We *will* complete our work today.

The words in red give us information about the time when the actions of *playing* and *completing* take place. In other words, they help the main verbs express a complete meaning, and hence they are called **helping verbs**.



A **helping verb** helps the main verb to indicate the time of an action. It also extends the meaning of the main verb in a sentence. A **helping verb** is placed before the main verb.

Examples:

I *have* visited my grandparents this morning.

We *were* preparing for the examination.

Look at the list of helping verbs given in the table below.

am	is	are	was	were	be	may	might
been	do	does	did	shall	should	has	must
have	had	can	could	will	would	being	



Now, look at the sentences given below.

Amita *is* happy.

Ravi *is* a good singer.

The girls *were* very happy when they started dancing.

The words in red are **linking verbs**. They do not show an action. They connect the subject with its qualities mentioned in the predicate.

A **linking verb** links or connects the subject to its qualities or state of being mentioned in the predicate. It does not show any action. The verbs *is, am, are, was, were, has* and *have* are used as **linking verbs** as well.

- Underline the helping verbs and circle the linking verbs in the sentences given below.
 - Strong winds in this part of the village will uproot the trees.
 - Jenny's friends were very polite.
 - The boxes are in the back of my truck.
 - Austin is talking to Mr Jain.
 - The toy shop has a huge collection of toys.
- Fill in the blank in each sentence with the correct linking verb from the box.

am is are was were be

- Arun _____ the last one to go up on the stage.
- She will _____ happy if you gift her a storybook.
- Harry _____ in a bad mood right now.
- I _____ about to leave for the airport.
- They _____ in Australia last month.

3. Fill in the blanks with the appropriate helping verbs from the box.

is am are was were had

- (a) Lisa _____ painting pictures of animals.
(b) We _____ planning to take a bus to the zoo.
(c) Ryan and his friends _____ talking about ghosts.
(d) I _____ taking part in the inter-school competition.
(e) The team _____ won three matches in a row.
4. Read the following sentences. Write *L* against the sentence that has a linking verb and *H* against the sentence that has a helping verb.

- (a) Geeta is a student of Hyderabad Public School.
(b) Our grandmother is making cookies.
(c) Prem is helping his mother clean the cupboards now.
(d) The sun was shining brightly in the east.
(e) I was very young when we visited Kashmir.



5. Rearrange the words and use a correct linking or helping verb to form complete sentences. One is done for you.

- (a) a/Raghu/boy/clever
Raghu is a clever boy.
(b) raining/yesterday/it
(c) completed/paper/Sunny/the
(d) Tinky's/not/uncle/well/today/feeling
(e) my/best/you/friend
(f) Kiran/Hyderabad/gone/to/weekend/for the
(g) shifting/we/Chennai/to

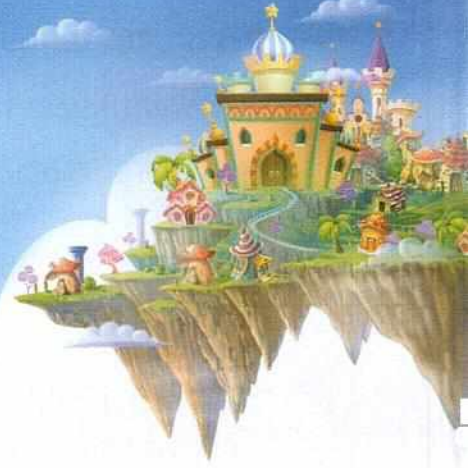
- (h) in church/girls/the/Sunday/last
- (i) walking/in the/Dhruv/park
- (j) I/to the/place/Earth/coldest/been/on

Recap

- A **helping verb** helps the main verb to indicate the time of an action. It also extends the meaning of the main verb in a sentence. A **helping verb** is placed before the main verb.
- A **linking verb** connects the subject to its qualities or state of being mentioned in the predicate. It does not show any action.

Modals

May and Might



Look at the following sentences.

Ravi *may* be able to complete the work this week.

Nitish *might* go on a vacation to visit Humayun's Tomb.



In the sentences above, the words *may* and *might* are used as helping verbs. *May* in the first sentence talks about the possibility of Ravi completing his work this week, and *might* in the second sentence talks about the possibility of Nitish visiting Humayun's Tomb.

Modal verbs are helping verbs that express necessity or possibility. *May* and *might* are used to talk about possibilities.

Examples:

I *may* go to the new restaurant for dinner.

I *might* go for karate lessons during the summer vacation.

- Read the sentences and identify the possibilities. One is done for you.
 - They might have shut down the restaurant. I have not been there for years.
Possibility: The restaurant that the speaker is talking about has probably closed down.
 - They may be late for the party as their car has broken down.



- (c) I may have dinner outside tonight.
- (d) Joseph might leave for Delhi next month.
- (e) My parents may go on a vacation to Hawaii this year.
- (f) We might be able to reach on time if we leave now.

- **May** and **might** are often interchangeable. However, when we use **might** in a sentence, we are less sure about the possibility of something happening.

Look at the following sentence.

*Pritha said she **might** get caught in traffic today.*

In this sentence, Pritha is not sure of the possibility of getting caught in a traffic jam.

Examples:

*I **might** have ice cream after dinner if I feel like it.*

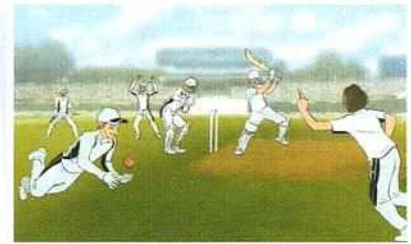
*Ritu **might** join the troupe if they let her be the lead dancer.*

- **Might** is also used to talk about something in the past, which could have been different under different circumstances.

Examples:

*We **might** have won the match had we played well as a team.*

*If you had worked faster, you **might** have been able to complete the project on time.*



- When we use **may**, we are more sure of the possibility of something happening.

Examples:

*It **may** rain in the afternoon.*

*I **may** join you for tennis this evening.*

2. Circle the correct answers in the sentences given below.
- (a) He might/may be able to repair the engine but he is not really a trained mechanic.
 - (b) Pritam might/may have to sell the car now. It is too old.
 - (c) It might/may be an easy task. You will know when you do it yourself.
 - (d) She might/may have forgotten to lock the door. We are not really sure.
 - (e) Do not worry, your parcel might/may reach any moment now.
3. Fill in the blanks appropriately with *may* or *might*.
- (a) He said he _____ have to cancel the plan for dinner but he was not too sure.
 - (b) Charlie _____ be made the captain next year.
 - (c) Josh and Mehr _____ still be upset over the quarrel they had with Srinii.
 - (d) We _____ have lost the match today had Tony not managed to save that goal.
 - (e) Julie and Anu _____ join us for the trip.

Now, look at the sentences given below.

Shiva *may not* come to school tomorrow.

Shreya *might not* be able to come to the birthday party.

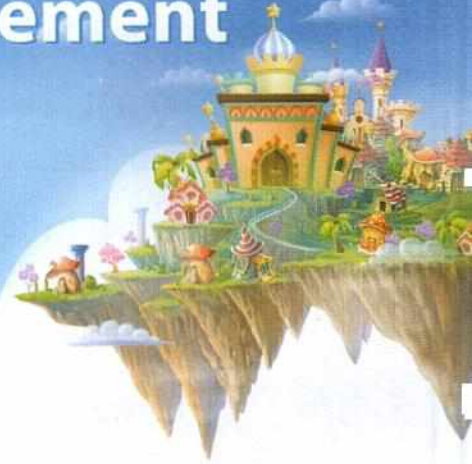
In the first sentence, *may not* is used because the speaker is almost sure of the possibility of Shiva not coming to school the next day. In the second sentence, the speaker is less sure of the possibility of Shreya not being able to come to the birthday party.

When we express a possibility of something not happening, we use *not* along with *may* or *might*. As we have learned previously, *may not* is used when the speaker is almost sure of the possibility of something not happening. *Might not* is used when the speaker is less sure of the possibility of something not happening.

4. Fill in the blanks appropriately with *may not* or *might not*.
- (a) Do not listen to loud music all the time. It _____ be good for your ears.
 - (b) She said she _____ make it to the annual event, but she is not sure.
 - (c) It _____ be that cold but you still need to carry a jacket because the weather changes abruptly in the hills.
 - (d) He _____ be the best player but he is still better than you.
 - (e) Johan _____ be able to come today. He has guests at home.
5. Fill in the blanks appropriately with *may* or *might*.
- (a) I am afraid she _____ have missed her train.
 - (b) Alok said he _____ go shopping tomorrow.
 - (c) He _____ have passed his exams if he had studied harder.
 - (d) He _____ help you with your homework.
 - (e) Anisha _____ visit us today or on Thursday.

Recap

- **Modal verbs** are helping verbs that express necessity or possibility. *May* and *might* are used to talk about possibilities.
- When we use *might* in a sentence, we are less sure about the possibility of something happening.
- *Might* is also used to talk about something in the past, which could have been different under different circumstances.
- When we use *may*, we are more sure about the possibility of something happening.
- *May not* is used when the speaker is almost sure of the possibility of something not happening. *Might not* is used when the speaker is less sure of the possibility of something not happening.



Read the sentences given below.

*A rabbit **plays** in our garden every day.*

*Two rabbits **play** in our garden every day.*

Notice how the verb changes in these sentences. In the first sentence, the subject – *a rabbit* – is singular and occurs with the verb **plays**. In the second sentence, the subject – *two rabbits* – is plural and is used with the verb **play**.

This is called **subject–verb agreement**. Singular subjects take a singular verb, and plural subjects take a plural verb.

To make a verb singular, we add -s to it. The verb stays the same in its plural form.

Examples:

*The cat (singular) **chases** (singular) the rat. The cats (plural) **chase** (plural) the rat.*

*The girl (singular) **plays** (singular) volleyball. The girls (plural) **play** (plural) volleyball.*

There are a few rules of subject–verb agreement which we must remember.

- Verbs used in the Simple Past tense without any helping verbs remain the same for both singular and plural subjects.



Examples:

The police officer (singular) *talked* to me.

The police officers (plural) *talked* to me.

The verb *talked* in both these sentences stays the same.

- When a verb is used with a helping verb, the main verb stays the same but the helping verb changes its form for a singular or plural subject.

Helping Verbs				
Used with singular nouns	is	was	has	does
Used with plural nouns	are	were	have	do

Examples:

The police officer (singular) *is talking* to me. (singular helping verb – *is*; main verb – *talking*)

The police officers (plural) *are talking* to me. (plural helping verb – *are*; main verb – *talking*)

The girl (singular) *has just arrived*. (singular helping verb – *has*; main verb – *arrived*)

The girls (plural) *have just arrived*. (plural helping verb – *have*; main verb – *arrived*)

This rule does not apply to modal verbs such as *can, could, shall, should, may, might, will, would* and *must*.

This rule does not apply when the subjects are *I* and *You*. Even though these are singular subjects, plural verbs are used with them.

Examples:

I (singular) *do* (plural) my homework regularly.

You (singular) *have* (plural) not understood the problem.

- When the subject of a sentence has two or more nouns or pronouns connected by *and*, we use the plural form of the verb.

Examples:

Alam and Harish play football together. (subject – Alam and Harish; plural verb – play)

You and I do the same work. (subject – You and I; plural verb – do)

1. Choose the correct verbs to fill in the blanks.
 - (a) This car _____ (*run/runs*) very fast.
 - (b) The book and the bag _____ (*belongs/belong*) to me.
 - (c) Raja and Raahil _____ (*is going/are going*) to attend the classes from next week.
 - (d) The teacher _____ (*is talking/are talking*) to the students.
 - (e) Tim and Jim _____ (*walk/walks*) to school every day.

Let us look at some more rules of subject–verb agreement.

- When there is one subject and more than one verb, the verbs throughout the sentence have to agree with the subject.

Examples:

Roses grow in all climates, but thrive in a warm climate. (subject in plural – roses; verbs in plural – grow, thrive)

The rose grows in all climates, but thrives in a warm climate. (subject in singular – rose; verb in singular – grows, thrives)

- We use a singular verb with units of distances, periods of time, sums of money, etc.

Examples:

Three kilometres is too far to walk.

Ten rupees is what I am going to pay for this.

- We use singular verbs with uncountable nouns such as *money*, *information*, *water*, *sugar*, *beauty* and *love*.

Examples:

A lot of money is donated by my family to charitable organisations.

Information on our school is available on the website.

The water is too hot.

- We use singular verbs with collective nouns such as *swarm*, *group*, *shoal* and *class*. This is because even though they talk about more than one person or animal, they are described as one single unit or group.

Examples:

The group meets every week.

This class talks a lot.

The swarm of bees is headed this way.

2. Tick the correct form of the verb that agrees with the subject.
- The monkey (*climb/climbs*) up the tree.
 - We (*are walking/is walking*) to the park.
 - All the students (*jumped/jumps*) in excitement when the class picnic was announced.
 - George and Tamanna (*does not/do not*) want to watch that movie.
 - The girls (*plays/play*) tennis and (*dance/dances*) really well.
 - The cake (*look/looks*) delicious.
 - Sita (*paint/paints*) every day.
 - The gang of robbers (*moves/move*) from one village to another so that the police cannot catch them.



3. Fill in the blanks with the verbs from the box below.

plays has gone was given were do

- (a) One of my friends _____ to Delhi.
- (b) One of the boys _____ a present.
- (c) Oil and water _____ not mix.
- (d) Our school team _____ really well.
- (e) He and I _____ studying together.

4. Identify the incorrect verb and rewrite the sentences correctly. Also, write the rule you follow to correct the verb.

- (a) Projects helps students improve and understands a topic better.

- (b) The coffee are kept in the glass bottle.

- (c) Five kilometres are too far to walk.

- (d) The team have lost the match and are upset.

- (e) A pack of wolves always hunt together.

- (f) The squirrels in our garden eats nuts.

- (g) The team members often gets together to discuss the matches they lost.

(h) Tamang and Jacob goes for a run every morning.

(i) Richa are writing and thinking at the same time.

(j) The air are so fresh in villages!

5. Identify the errors in subject–verb agreement and rewrite the sentences correctly.

(a) Tareq and his mother teaches music.

(b) The teacher and the student is reading the same poem.

(c) The rice are boiling on the stove.

(d) This bottle have two litres of water in it.

(e) Here are the list of books that you was looking for.

Recap

Subject–verb agreement means that the subject of a sentence must agree with the verb in number. If the subject is singular, the verb must be singular; if the subject is plural, the verb must be plural.

Conjunctions

Because, Since, So and As



Look at the sentences below.

We decided to go for a walk **because** it was quite hot inside.

Raunak is practising hard **since** he wants to take part in the tournament.

I could not do my homework **as** I was very tired.

This box is very heavy, **so** I can't carry it.



In the sentences above, the words **because**, **since**, **as** and **so** are **conjunctions**. They join two sentences to form one sentence. These conjunctions also have other functions in a sentence. Let us look at these functions of each conjunction in detail.

Let us look at the following sentence from the above examples.

We decided to go for a walk **because** it was quite hot inside.

In this sentence, **because** shows the reason behind the decision of going for a walk.

Q: Why did we decide to go out?

Ans: **Because** it was quite hot inside

Because is a **conjunction** that joins two parts of a sentence and gives the reason for a certain action. The part that gives the reason could be the first or the second part of the sentence.



Examples:

We came here *because* we wanted to look at the bird's nest.

Because Habib wanted to go out, he completed his work quickly.

Lima could not go to school *because* her clothes were wet.



Now, look at the second sentence from the examples given at the beginning.

Raunak is practising hard *since* he wants to take part in the tournament.

In this sentence, *since* tells us why Raunak is practising hard. It shows the reason for the action mentioned in the first part of the sentence.

Q: Why is Raunak practising hard?

Ans: *Since* he wants to take part in the tournament

Since is also used to refer to a particular time. It tells us about a point in time in the past from when a particular thing started happening.

Examples:

I was a big fan of Sourav Ganguly *since* I was a child.

Anita stopped eating chicken *since* she was 10 years old.

Since is a **conjunction** that joins two parts of a sentence by showing the reason or cause for the action or idea mentioned in one part. It also shows a point in time in the past from when something started happening.

Examples:

My sister studies hard *since* she wants to do well in the exams.

My brother is cooking *since* my parents are out of town.

Simmi hasn't met her friend Aditi *since* she moved out of town.

1. In the sentences below, identify where *since* is used to talk about time and where it is used to give a reason. Write *T* for time and *R* for reason in the space provided.

(a) I thought of visiting you since you were alone at home. _____

(b) We have been working on this project all day since we have to submit it tonight. _____

(c) I have not met my relatives since I left the city. _____

(d) Asif's father bought him a new book since he loves to read. _____

(e) Ravindra will be back in the team since he is practising very hard. _____

(f) Kaira joined karate classes since last December. _____

Now, look at the third sentence from the set of examples given at the beginning.

I could not do my homework as I was very tired.

The conjunction *as* in this sentence joins two parts of a sentence and shows the reason for not doing homework.

Q: Why did I not do my homework?

Ans: *As* I was very tired

As is also used to show an event that happens while something else is happening. In other words, *as* joins two events occurring at the same time.

Examples:

The teacher walked into the class as we were planning to go out.

I was playing in the garden as I heard a clap of thunder.



As is a **conjunction** that joins two parts of a sentence by showing the reason of the action or idea mentioned in one part of the sentence. **As** is also used when two actions happen at the same time.

Examples:

As I was not feeling well, I came back home early.

I saw a thief climb over our wall as I peeped out of the window.

The plants did not grow well as nobody took care of them.

2. In the sentences below, identify the different uses of the conjunction *as*. Write *R* if it is used to give a reason and *A* if it is used to show actions happening at the same time.

(a) I was not selected for the school choir as I had a bad throat. _____

(b) I asked Jitu to come home as we had to complete the project. _____

(c) She tried to hide my chocolate as I looked away. _____

(d) Ratul could not open the batting for the team today as he was injured. _____

(e) I saw my neighbour driving his new car as I walked out of the house. _____

(f) Jijin fell down from his cycle as the road was muddy. _____



Now, look at the last sentence from the first set of examples.

This box is very heavy, so I can't carry it.

In this sentence, the conjunction **so** tells us about the result of the condition mentioned in the first part of the sentence.

Q: What is the result of the box being heavy?

Ans: I can't carry it.

So is a **conjunction** that joins two sentences by showing the result or effect of the action or condition mentioned in one part of the sentence.

Examples:

*I was tired, **so** I slept early.*

*It was raining, **so** we stayed at home.*

*The flight got cancelled, **so** my father came back home.*

3. Match the sentences in column A with the sentences in column B. Then, join these sentences with *so* and write them in your notebook.

Column A
I was hungry.
My shoes were torn.
I was sick.
It was cloudy.

Column B
I did not go to school.
I ate all the cookies.
I carried an umbrella with me.
I bought a new pair of shoes.

4. Fill in the blanks with the correct conjunctions from the box.

because

since

so

as

- (a) He did not buy a gift _____ he had no money.
- (b) You should do this immediately _____ it has already been delayed.
- (c) _____ Keerthi was entering the building, she saw a man running out.
- (d) She fed him his dinner _____ he continued to do his homework.
- (e) I was sick, _____ I did not eat the ice-cream.
- (f) Please don't play with a knife _____ it is not safe.
- (g) I could not find a taxi today, _____ I came late.

5. Use correct conjunctions to complete the sentences.

- (a) Everyone liked Danish _____ he was very honest.
- (b) My teacher asked me to study hard, _____ I started going to the library.
- (c) I wanted to be a cricketer _____ I saw Virat scoring that hundred against England.
- (d) Anu was playing outside with her brother _____ it started raining.
- (e) I missed my school bus _____ I woke up very late.

6. Join the pairs of sentences given below using the conjunctions *because*, *since* or *as*. You can change the order of the sentences. One is done for you.

- (a) Our car broke down. We were late.

We were late because our car broke down.

- (b) I submitted the homework late. I will be punished.
-

- (c) You were going alone. I thought of joining you.
-

- (d) Take her to the classroom. She is a new student.
-

- (e) I have been waiting for two hours. I wanted to meet you.
-

- (f) I saw you playing two years ago. Your bowling has improved a lot.
-

7. Correct the conjunctions in the sentences given below.

- (a) I worked hard so I wanted to pass the test.
- (b) But I started early in the morning, I did not miss the train.

- (c) So he was my friend, I decided to help him with his bag.
- (d) I didn't buy the dress so it was expensive.
- (e) I passed the test but I worked hard.
- (f) I know you must be tired, since I will let you rest.



Recap

- The *conjunctions because, since, so* and *as* connect two sentences to form a meaningful sentence.
- *Because* gives the reason for a certain action.
- *Since* gives the reason for an action or idea. It also shows a point in time in the past from when something started to happen.
- *As* is used to talk about the cause or reason of an action or idea. It is also used to talk about two actions taking place at the same time.
- *So* shows the result or effect of a particular action or condition mentioned in one part of the sentence.

Future Tense

Simple and Continuous



Look at the sentences given below.

*I **play** kabaddi.* (present tense)

*I **played** kabaddi yesterday.* (past tense)

You have already learned that the Present tense is used to talk about things that happen or that are happening at present, while the Past tense is used to talk about things that happened sometime in the past. In this chapter, we will learn about another tense.

Let's look at the sentences given below.

*I **will buy** a new cricket bat tomorrow.*

*Subrata **will go** to the US next month.*



Look at the words in red. They speak about an action that will happen in the future. The sentences are in Future tense. The future tense has different forms. We will learn about the **Simple Future tense** and the **Future Continuous tense** in this chapter.

The Simple Future tense refers to an action, event or state of being that we think will take place in future.

- The structure of the Simple Future tense is: **will/shall + main verb.**

Examples:

*Jane **will read** that book. [will + read]*



We **will watch** the film next Sunday. [*will + watch*]

I **shall visit** Kashmir along with my parents next month. [*shall + visit*]

I **shall let** you know the news next week. [*shall + let*]

1. Underline the verbs in the Simple Future tense in the sentences below.
 - (a) I will go out to play in an hour.
 - (b) I shall watch the cartoon show after I am done with my homework.
 - (c) Raunak will meet his new dance teacher tomorrow.
 - (d) I shall do all my sums before the vacation gets over.
 - (e) I will learn swimming during the summer vacation.
 - (f) Hopefully, we will have a good year.
 - (g) I will be in Delhi this time next year.

- The Simple Future tense has another structure as well, which is:
am/is/are + going to + main verb.

Examples:

Ravi **is going to read** that book. [*is + going to + read*]

You **are going to see** the greatest show on earth. [*are + going to + see*]

It is important to remember that the **am/is/are + going to + main verb** structure is used mostly in informal speech and writing. So, it is better to use the **will/shall + main verb** structure in formal communication.

2. Change the following verbs to their Future tense forms as per the instructions given in brackets. Use the Future tense form of each verb in a sentence of your own.
 - (a) play (*will + verb*)
 - (b) dance (*are + going to + verb*)
 - (c) jump (*is + going to + verb*)

- (d) join (*shall + verb*)
- (e) cut (*are + going to + verb*)
- (f) cook (*shall + verb*)
- (g) read (*is + going to + verb*)

The Simple Future tense can also be used to say that something will not happen or be done in future. To change a sentence in the Simple Future tense to a negative sentence we add *not*.

- The structure of the Simple Future tense in negative is:

will/shall + not + main verb

Examples:

Javed will not be allowed into the library any more.

I will not ask Aditi for any help again.

Not has been added to both of these sentences to make them negative. This follows the structure of the simple future tense in negative.

- The **be + going to** construction can also be used in the negative sense to talk about something that will not happen in future. The Simple Future tense in negative has another structure, which is:

am/is/are + not + going to + main verb.

Examples:

Jai is not going to give up before he reaches the finishing line.

I am not going to finish my assignment even after working so hard.



3. Convert the sentences below to negative sentences.

- (a) I will write a letter to Aditya.
- (b) Geethu will come to the concert tonight.

- (c) Shamsheer will go to Delhi next month.
- (d) They will leave this city soon.
- (e) We will help them with cooking.

Now, look at the sentences given below.

I will be cooking dinner at this time tomorrow.

Rama will be travelling next Tuesday.

Look at the words in red. They use the **Future Continuous tense** form to talk about actions, i.e. *cooking* and *travelling*, that will take place in future and continue to happen for a specific time in future.

The Future Continuous tense talks about an action or an event that will occur in future and continue to happen for a specific time in future.

- The structure of the Future Continuous tense form is **will + be + -ing form of the verb**.

Examples:

Sita will be studying at this time tomorrow morning.

I will be performing from 7 p.m. to 8 p.m. this Sunday.

4. Fill in the blanks with the Future Continuous form of the verb given in brackets.

- (a) My uncle _____ in a few universities for the next three months. (*teach*)
- (b) Sanju _____ at this time tomorrow. (*study*)
- (c) I _____ my room the whole day tomorrow. (*clean*)
- (d) This time tomorrow I _____ the examination. (*write*)

(e) Shreya says she _____ on her story during the summer vacation. (*work*)

(f) At this time next month, we _____ for the Annual Programme. (*plan*)

5. Use the Simple Future tense form of the verbs given in brackets to complete the following sentences.

(a) Rakesh _____ (*do well*) in class if he works hard.

(b) David _____ (*travel*) around the world in his new job.

(c) You must come to our Poetry Club. You _____ (*meet*) a lot of interesting people there.

(d) If you keep being good to others, everybody _____ (*like*) you.

(e) I _____ (*visit*) China for the Maths Olympiad.

6. Identify the errors and rewrite the sentences correctly.

(a) In two days, I am know my results.

(b) I will be sing in the concert at this time tonight.

(c) You will going to attend the class tomorrow.

(d) Ravi will be meet Raj on Monday.

(e) You will not going there alone.

(f) I shall going to the museum.

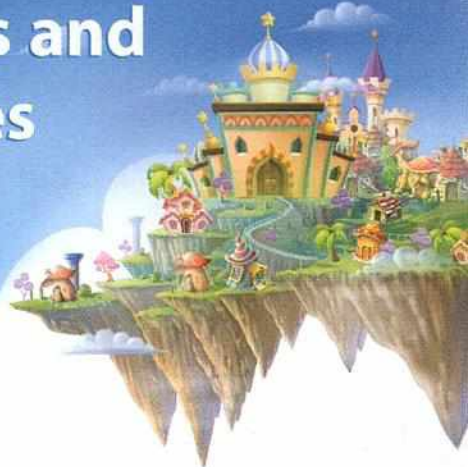
(g) I is going to ring the doorbell.

(h) If you keep working hard, your parents are proud of you.

Recap

- The **Simple Future tense** refers to an action, event or state of being that we think will take place in future. The structures for the Simple Future tense are **will/shall + main verb** and **am/is/are + going to + main verb**.
- The **Simple Future tense** can also be used to say that something will not happen or not be done in future. The structure for the **Simple Future tense** in negative sentences is **will/shall + not + main verb**.
- The **Future Continuous tense** talks about an action or an event that will continue to happen at a specific time in future. The structure for the Future Continuous tense form is **will + be + -ing form of the verb**.

Interrogative Pronouns and Interrogative Adjectives



Look at the following sentences.

What is your brother's name?

Who drives Raj to school every day?

Whom did you select as the class monitor?

Whose is this computer?

Which is the tallest building in this area?

What, *who*, *whom*, *whose* and *which* are question words or interrogatives. They are used to ask questions. In the above sentences, the question words act as pronouns as they stand for nouns.

In the first sentence, *what* stands for the name of the brother. The name is not given here. However, it is indicated by the question word *what*. In the second sentence, *who* stands for the name of the person who drives Raj to school. Similarly, *whom* in the third sentence stands for the name of the person selected as the class monitor; *whose* in the fourth sentence stands for the owner of the computer, and *which* in the fifth sentence stands for the name of the tallest building in the area. Therefore, *what*, *who*, *whom*, *whose* and *which* in the above sentences are **interrogative pronouns**.

Interrogative pronouns are question words that act as pronouns in questions.



1. Identify the interrogative pronouns in the following sentences and circle them.

- (a) What did the naughty dogs do?
- (b) Whose book is this?
- (c) Whom do you support in this debate?
- (d) Who is going to take you to your cricket practice today?
- (e) What is your postal address?
- (f) Whom do you live with?
- (g) Which cartoon character is your favourite?

Now, look at these sentences.

Whose bag is this?

What programme are you watching?

Which plant did your father bring from China?



In the sentences above, *whose*, *what* and *which* are question words. But, like adjectives, they modify the nouns *bag*, *programme* and *plant*, respectively. Therefore, *whose*, *what* and *which* in the above sentences are **interrogative adjectives**.

Interrogative adjectives are question words that modify nouns in questions.

2. Underline the interrogative adjectives in the following sentences.

- (a) Which of these is your book?
- (b) Which sport do you like apart from cricket?
- (c) What is the price of this pen?



- (d) Whose turn is it now?
- (e) Whose school bag is this?

Let us now look at the differences between interrogative pronouns and interrogative adjectives.

Interrogative Pronoun	Interrogative Adjective
Interrogative pronouns are followed by a verb or a preposition.	Interrogative adjectives are followed by a noun.
Interrogative pronouns stand for nouns.	Interrogative adjectives modify nouns.
Example: <i>What is the colour of your eyes?</i>	Example: <i>What colour is her hair?</i>

3. Identify the interrogative adjectives and interrogative pronouns in the sentences given below. Write *IA* for interrogative adjectives and *IP* for interrogative pronouns in the space provided.

- (a) Who is that? _____
- (b) Whose cat is that? _____
- (c) What is he doing? _____
- (d) Which elephant weighs the most here? _____
- (e) What colour is his car? _____
- (f) Whose is this? _____

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

whose
what
who
which
whom

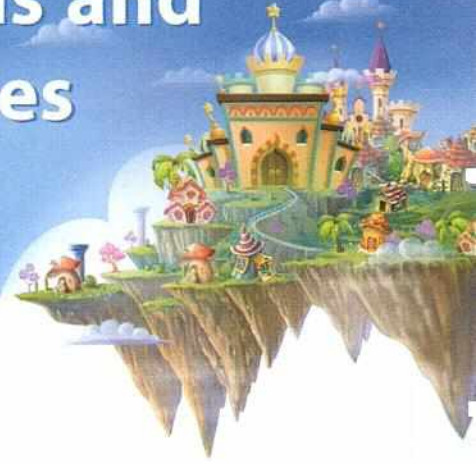
- (a) _____ did you eat for dinner?

- (b) _____ of your fingers hurts?
- (c) _____ song are you humming?
- (d) _____ muffins are these?
- (e) _____ does this plate belong to?
- (f) _____ are you going to invite to your birthday party?

Recap

- **Interrogative pronouns** are question words that act as pronouns in questions. *What, which, who, whom* and *whose* are interrogative pronouns. They are followed by a verb or a preposition.
- **Interrogative adjectives** are question words that modify nouns and act as adjectives in questions. *What, which* and *whose* are interrogative adjectives. They are followed by a noun.

Possessive Pronouns and Possessive Adjectives



Look at the following sentences.

*This basketball is **his**.*

*Those books are **theirs**.*

*This toy is **mine**.*

*The blue pen is **mine**, and the green one is **yours**.*

*A friend of **ours** has won an award for a painting of **hers**.*

In these sentences **his**, **theirs**, **mine**, **yours**, **ours** and **hers** are **possessive pronouns**. They show that the *basketball*, *books*, *toy*, *blue and green pens*, *friend* and *an award* belong to respective people.

Possessive pronouns show that something belongs to someone. **Mine**, **hers**, **his**, **ours**, **theirs**, and **yours** are **possessive pronouns**.

1. Fill in the blanks with the appropriate possessive pronouns.
 - (a) That book belongs to her. That book is _____.
 - (b) That bottle belongs to me. That bottle is _____.
 - (c) This house belongs to us. This house is _____.
 - (d) This car belongs to him. This car is _____.
 - (e) This bag belongs to me and my sister. This bag is _____.



- (f) The motorbike belongs to that man. The motorbike is _____.
- (g) These footballs belong to those players. These footballs are _____.
- (h) This seat belongs to you. This seat is _____.
- (i) This hat belongs to my sister. This hat is _____.
- (j) This bat belongs to those boys. This bat is _____.

Now, look at the following sentences.

My toy is on the table.

Her name is Roopam.

In these sentences, *my* and *her* are pronouns that show ownership. But they modify the nouns *toy* and *name* respectively, and hence they function as possessive adjectives.

Possessive adjectives are pronouns that modify a noun by showing that it belongs to a particular person or a thing. *My, her, his, our, their, its* and *your* are **possessive adjectives**.

Let us look at the differences between possessive pronouns and possessive adjectives.

Possessive Pronoun	Possessive Adjective
Possessive pronouns replace nouns and noun phrases.	Possessive adjectives modify nouns and noun phrases.
They are not followed by a noun.	They are followed by a noun.
his, hers, mine, yours, ours, theirs	his, her, my, your, our, their, its
Example: <i>This book is mine.</i>	Example: <i>This is my book.</i>

2. Choose the correct possessive pronouns to make meaningful sentences.

(a) A: Is this jacket (*my/our/yours*)?

B: No, I left (*their/mine/its*) at home.

(b) I received everyone's application except (*our/yours/its*).

(c) She said she was a friend of (*yours/my/our*).

(d) The pen must be Vijay's. I am sure it is (*our/his/him*).

(e) We all got our coats. Did you get (*its/you/yours*)?

3. Underline the possessive adjectives.

(a) I finished reading your book yesterday.

(b) Did you bring your bicycle?

(c) He will bring his sister to the picnic.

(d) She will play with her baby brother.

(e) We will enjoy our picnic.

(f) They usually give their old clothes to the poor.



4. Underline the possessive pronouns and circle the possessive adjectives in the following sentences.

(a) The blue car is mine.

(b) These are his shoes.

(c) This is our dog.

(d) This is my dog, Rocky.

(e) The police officer asked, 'Ma'am, is this necklace yours?'

(f) The Sharmas live in the next lane. The fourth house on the left is theirs.

5. Fill in the blanks with the correct options given in brackets.

- (a) We are going to visit _____ (*my/mine*) uncle's farm this weekend.
- (b) Meenal wants to buy biscuits for _____ (*her/hers*) dog.
- (c) The Principal said, 'I have heard _____ (*yours/your*) story, now I want to hear _____.' (*their/theirs*)
- (d) We have just bought this house. This house is now _____ (*our/ours*).
- (e) The dog is sleeping in _____ (*its/it's*) kennel.
- (f) I have finished reading _____ (*mine/my*) book. May I borrow _____ (*your/yours*)?

6. Amit lost his bag on his way to school. But his friends helped him by giving him some of their things. Amit wrote about it in his diary. Fill in the blanks with possessive adjectives or possessive pronouns to complete the passage.

24 March 2018

Today, I lost _____ bag on the way to school. I did not know what to do.

Anyway, I reached school and told _____ friends about it.

They were sad for me. Then, Ajay said, 'Hey! I have an idea. We can all help Amit by sharing some of _____ things. Tina, you have finished _____ assignment. You do not need the pencil. Let Amit use _____.' Tina gave _____ pencil to me. Salil took out an eraser and said, 'Here, you can take _____'

eraser.’ Tony looked in his bag and took out a new notebook. He said, ‘This is _____, but you can use it. Ajay said, ‘Now Amit, you have a notebook, a pencil and an eraser. Take these and complete _____ assignment.’ I took the things, completed _____ assignment and submitted it. I have such wonderful friends!

7. Rewrite these sentences using the correct possessive pronouns and possessive adjectives. One has been done for you.

(a) This is Rahul’s house.

This house is his. It is his house.

(b) It is Rahul and Tina’s car.

(c) That is Nitu’s and my school.

(d) This is Lakshmi’s blue dress.

(e) This is Tommy’s cage.



Recap

- **Possessive pronouns** show that something belongs to someone. *His, hers, mine, yours, ours, theirs* are possessive pronouns.
- **Possessive adjectives** are pronouns that modify a noun by showing that it belongs to a particular person or thing. *His, her, my, your, our, their, its* are possessive adjectives.



Look at the following sentences.

Nikhil and Neha are *studying* hard for their exams.

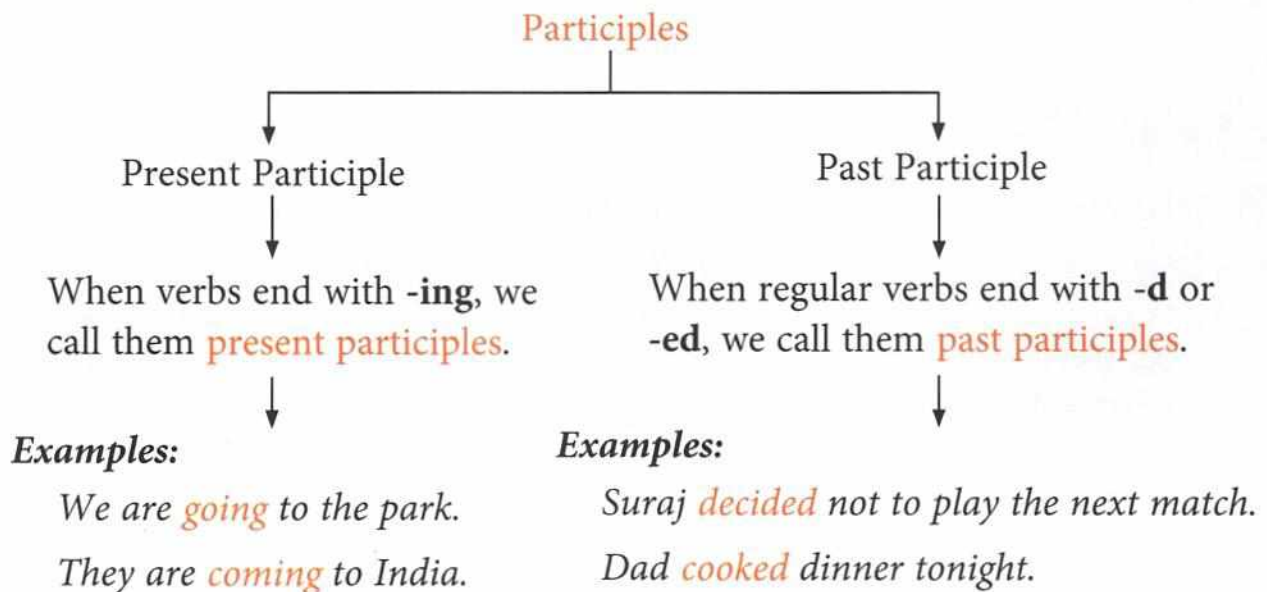
I *danced* at my brother's wedding.



In the first sentence, the word *studying* is formed by adding **-ing** to the verb *study*. In the second sentence, the word *danced* is formed by adding **-d** to the verb *dance*. These words are called **participles**.

Participles are words formed from verbs, usually by adding **-d**, **-ed**, or **-ing**. For example, *walking*, *cooked*, *baked*

There are two kinds of participles in English.



For some verbs, the past participle is formed by adding **-t** or **-en**.

Examples:

They finally **built** the house on the hilltop.

My brother **learnt** cursive writing in school.

The cup is **broken**.

The sun is **risen** in the sky.

1. Change the verbs to both their present and past participle forms. One has been done for you.

Verb	Present Participle	Past Participle
giggle	gigging	giggled
help		
jump		
try		
cuddle		
cry		
speak		

Although the present participles of irregular verbs are formed by adding **-ing** to the main verb, the past participles of irregular verbs can end in a variety of ways, with no consistent pattern.

Let us look at a few examples.

Irregular Verb	Present Participle	Past Participle
arise	arising	arisen
become	becoming	become
bind	binding	bound
forgive	forgiving	forgiven
know	knowing	known
light	lighting	lit
beat	beating	beaten
build	building	built
come	coming	come
eat	eating	eaten
catch	catching	caught
dive	diving	dived

From the examples, we can see that there is no set pattern for changing irregular verbs to their past participle forms.

Present and past participle forms of verbs are also used as adjectives.

Examples:

The *shining* object in my hand is a metal ring.

My grandfather bought a *walking* stick.

There are a few *broken* eggs in the crate.

The students should answer all the *given* questions.

2. Write the present and past participles of the following verbs.

Verb	Present Participle	Past Participle
beat		
work		
bind		
go		
arise		
write		
build		
take		
eat		

3. Fill in the blanks with the past participle forms of the verbs given in brackets.

- (a) _____ watches (*repair*) (b) _____ computers (*steal*)
 (c) _____ fans (*fascinate*) (d) _____ students (*bore*)
 (e) _____ boys (*confuse*) (f) _____ butter (*spread*)
 (g) _____ food (*cook*) (h) _____ walls (*paint*)
 (i) _____ letters (*write*) (j) _____ tickets (*book*)

4. Complete the sentences with the present or past participles of the verbs given in brackets.

- (a) He saw his friend _____ (*go*) out with Sue.
 (b) The cycle crashed into the blue car _____ (*drive*) down the hill.

- (c) Prabhas hurt his leg _____ (*do*) karate.
- (d) The bag _____ (*find*) at the bus stop belongs to Anirban.
- (e) The thieves drove off in a _____ (*steal*) car.
- (f) My uncle always has his car _____ (*wash*) at the garage.
- (g) Anvika _____ (*help*) at the library last week.
5. Rewrite the sentences by using the participle in each sentence as an adjective. One is done for you.
- (a) The child was crying. So the clown gave her a candy.
The clown gave a candy to the crying child.
- (b) When I look at the sun setting, I feel sad.
- (c) The baby likes to drink from the bottle used for feeding.
- (d) Do not touch the glass. It is broken.
- (e) I read about Helen Keller today. The story of her life inspired me.
- (f) The teacher asked us to submit the homework that we completed.

Recap

- **Participles** are words formed from verbs, usually by adding **-d**, **-ed**, or **-ing**.
- When verbs end with **-ing**, we get **present participles**.
- When regular verbs end with **-d** or **-ed**, we get **past participles**.
- Participles are also used as adjectives. For example, *driving* license, *toned* milk.



Look at the sentences given below.

Ouch! I hurt my knee.

Wow! This book is very interesting.



In these sentences, the words *ouch* and *wow* are **interjections**. They express shock and wonder in the sentences given above.

Interjections are words that are commonly used to express happiness, grief, pain, wonder, surprise, shock, etc. They mainly express feeling, not meaning.

Examples:

Hurray! We won the match.

Alas! The holidays are over.



Interjections can appear anywhere in a sentence though they are mostly placed at the beginning. They have no connection with the rest of the sentence and are only used in quotations, dialogues or informal writing. They are rarely used in formal writing.

Interjections can end with a comma (,) or an exclamation mark (!). A comma is used for a mild interjection while an exclamation mark is used to indicate a strong emotion.



Examples:

Wow! You look beautiful.

Oh well, all good things must come to an end.

The interjections mentioned above show various emotions. We use some of these while speaking. Some are used in dialogues in stories. Interjections can even be stand-alone sentences.

Examples:

Oh gosh!

Ouch!

1. Underline the interjections in these sentences.

- (a) Oh no, I left my cell phone behind!
- (b) 'Will you be able to come tomorrow?' 'Alas, no.'
- (c) 'I won. Yay!'
- (d) Oops, I spilled my coffee on the table.
- (e) Wow! Your car design looks terrific!
- (f) Hurry! You will miss the plane.
- (g) Stop! You cannot enter this building.

Interjections show various emotions. For example, **hurray**, **yippee** and **yay** show happiness, while **oh** and **oops** show sadness, and **well** and **ah** are used to express surprise.

2. Choose the correct interjection from the box and fill in the blanks.

wow yippee ah hey ouch well

- (a) _____! Did you make that cake? It is delicious!



- (b) No school for five weeks, _____!
- (c) _____, this juice is good.
- (d) _____! What are you doing with my car?
- (e) _____, I don't think I know the answer.
- (f) _____! That really hurts.

3. Complete the sentences using appropriate interjections. Use a comma or an exclamation mark as appropriate.

- (a) _____ I missed the bus again.
- (b) _____ We are going for a holiday to London.
- (c) '_____ This is not your car', shouted the policeman.
- (d) _____ This is the best dance performance I've ever seen.
- (e) _____ my mom forgot to pack my lunch.
- (f) _____ That hurts a lot!
- (g) _____ Her performance was amazing.

Recap

Interjections are words that are commonly used to express, happiness, grief, pain, wonder, surprise, shock, etc. They express feeling, not meaning. For example, *oops*, *ah*, *yippee*, etc.



1. You have learned about capital letters, full stop, question mark, exclamation mark and comma in the previous grades. Do an exercise based on your learning of the punctuation marks. Punctuate the sentences given below.

- (a) We like eating under the banyan tree
- (b) did you understand this exercise
- (c) Get off my property
- (d) Well perhaps she meant no harm
- (e) stop writing on the benches
- (f) yes the package should arrive tomorrow evening
- (g) have you watched this movie

Now, look at the following sentences.

Sathvika calls it football; Ayushi calls it soccer.

Arsh likes to play cricket; in addition, he likes to read books.

Sam should stop skipping his breakfast; otherwise, he is going to fall sick.

They have branches in Mumbai, Maharashtra; Ahmedabad, Gujarat; Lucknow, Uttar Pradesh, and Shimla, Himachal Pradesh.

Look at the punctuation marks in red in the above sentences. It is a **semicolon (;)**. It is used for joining two parts of a sentence which are related in some



way, as in the first three sentences. It is also used for separating items with internal commas in a series, as in the last sentence.

2. Punctuate the following sentences using semicolons correctly.

- (a) The hill was covered with flowers it was a beautiful sight.
- (b) The writer preferred to write stories he did not like poetry.
- (c) Riding a bicycle is an excellent exercise I ride mine every day.
- (d) I have lived in Hyderabad, Telangana Bengaluru, Karnataka Dehradun, Uttarakhand and Pune, Maharashtra.
- (e) Zuha has to complete the assignment by Monday otherwise, she will not pass the course.
- (f) The television is next to the couch the bookcase is surrounded by two chairs.
- (g) Hyderabad is my favourite city in fact, I plan to spend two weeks there this summer.
- (h) Yes, I remember it was very naive of me.
- (i) New Delhi is the capital city it is also the most polluted one.
- (j) He calls it the pavement I call it the sidewalk.

Now, look at the following sentences.

Tagore was a genius: a poet, a musician, an educator, a philosopher and a true philanthropist.

I will reach by 7:30 p.m.

Look at the punctuation mark in red. It is a **colon** (:). It can be used to introduce a list or series of items, as in the first sentence. It can also be used for separating the hours and minutes in time, as in the second sentence.

3. Punctuate the following sentences using colons correctly.

- (a) I went to the store and bought a lot of fruits grapes, apples, mangoes, lychees and guavas.
- (b) Rekha will be there at 325 p.m.
- (c) The bookstore specialises in three subjects science, art and history.
- (d) We will reach the hotel by 100 p.m.
- (e) She is missing everything the food, the party and the music.
- (f) I ordered the following vegetables carrots, tomatoes, peas and potatoes.
- (g) The flight was supposed to land in Delhi at 440 p.m., but it landed at 550 p.m.

Recap

- **Semicolon (;)** is used for joining two parts of a sentence which are related to each other in some way. It is also used for separating items with internal commas in a series.
- **Colon (:)** is used for introducing a list or series of items. It is also used for separating the hours and minutes in time.



Let us look at the sentences given below.

Move out of my way!

Which is your favorite book?

The first sentence expresses a strong emotion or feeling, and the second one asks a question. As you can see from the examples, sentences perform different functions. Based on their functions, sentences are classified into four types. Let us learn about each of these types in detail.

Look at the sentences given below.

Tomorrow is a holiday.

She ate a dosa.

They went for a movie.

Arya's sister is a really good writer.

These sentences give information about a holiday, what someone ate, where some people went and what Arya's sister is. These sentences are **declarative sentences**.

Declarative sentences state an idea. They give information about something or describe something. **Declarative sentences** end with a full stop (.).



Look at the sentences below.

When will Ravi go home?

How many runs did Kohli score?

Where did you keep the eraser?

When do we have to submit this project?

The sentences given above ask questions: questions about the time Ravi will go home, the number of runs Kohli scored, the location of the eraser and the project submission date. These sentences are **interrogative sentences**.

Interrogative sentences ask a question. They end with a question mark (?).

Now, look at these sentences.

Please pass the salt.

Shut the door!

Complete the assignment by tomorrow.

You should listen before you speak.

These sentences are requests, commands or advices. In the above sentences, we can see a request for passing the salt, commands for shutting the door and completing the assignment, and an advice for the need to listen. These sentences are **imperative sentences**.

Imperative sentences are used to make requests, give advice, orders or commands and general instructions.

Look at the sentences given below.

What a great idea!

I don't know what's going on!

Candies and ice creams are my favourite!

What a pleasant surprise!

What awful weather!

These sentences express strong emotions. Excitement about an idea being great, the confusion about what is going on, one's liking for candies and ice creams, a surprise and a bad weather. These sentences are **exclamatory sentences**.

Exclamatory sentences express strong emotions. They end with an exclamation mark (!).

1. Read the following sentences. Write *D* if it is a declarative sentence, *IN* if it is an interrogative sentence, *IM* if it is an imperative sentence and *E* if it is an exclamatory sentence.
 - (a) What is your favourite game? _____
 - (b) What a beautiful dress! _____
 - (c) Give me two tickets for the show, please. _____
 - (d) Get me some ice cubes. _____
 - (e) Renu will go to Pune tomorrow. _____
 - (f) Would you like to have some coffee? _____
 - (g) I will wear a white shirt and black trousers. _____
 - (h) Shamna was having lunch yesterday when I called her. _____
 - (i) Please feed the dog. _____
 - (j) Stop! _____

2. Punctuate these sentences correctly.

- (a) Wow you look terrific
- (b) What are you wearing for the Annual Day
- (c) Sameera is waiting for the bus
- (d) Give me a glass of water please
- (e) Do not step on the grass
- (f) He had noodles for lunch

3. Frame sentences for each situation given below. The type of sentence you need to frame is mentioned in brackets.

- (a) Lost your bike (Exclamation)
- (b) Describe your favourite food. (Declarative)
- (c) Find out when the train arrives. (Interrogative)
- (d) You need your friend to come with you to the railway station.
(Imperative)
- (e) The general wants the soldiers to stand in a line. (Imperative)

Recap

- Sentences are classified into four types based on their function.
- **Declarative sentences** state an idea. They give information about something or describe something, and end with a full stop (.).
- **Interrogative sentences** ask a question. They end with a question mark (?).
- **Imperative sentences** are used to make requests, and give advice, orders or commands and general instructions.
- **Exclamatory sentences** express strong emotions. They end with an exclamation mark (!).

Prepositions of Time, Place and Movement



Look at the following sentences.

*I will meet Samriddhi **at** 3 o'clock today.*

*The cat sat **on** the mat.*

*Let's walk **towards** the theatre.*

The words **at**, **on** and **towards** are **prepositions**. In the first sentence, **at** is used to show the time when the speaker will meet Samriddhi. In the second sentence, **on** is used to show the place where the cat chose to sit, and in the third sentence **towards** is used to show the direction in which the speaker is heading. We will learn about the prepositions of time, place and movement in this chapter.

A **preposition** shows a relationship between a noun or a pronoun and the other words in a sentence.

Look at the sentences given below.

*Raghu was waiting **inside** the store.*

*Sheetal sat **beside** Roopam.*

*Pavan is hiding **behind** the tree.*



The words **inside**, **beside** and **behind** are **prepositions of place**. They tell us where Raghu, Sheetal and Pavan are.



Prepositions of place tell us about the place or position of a noun or pronoun (show where someone/something is). Some **prepositions of place** are *on, in, at, beneath, beside, against, inside* and *behind*.

Look at the sentences given below.

*India became independent **in** the year 1947.*

*Our school assembly begins **at** 9 a.m.*

*Rahul was happy **during** the summer vacation.*

The words *in, at* and *during* are **prepositions of time**. In the first sentence, *in* shows the year when India became independent; in the second sentence, *at* shows the time the school assembly begins, and in the third sentence, *during* shows the time period when Rahul was happy.

Prepositions of time show when something happens. Some prepositions of time are: *at, in, on, since, for, ago, before, until, till, during*.

Now, look at these sentences.

*I walked slowly **across** the road.*

*Ayushi is going **towards** the park.*

*Priya walked **over** the bridge.*

The words *across, towards* and *over* are **prepositions of movement**. In the first sentence, *across* shows where the speaker was walking on the road. In the second sentence, *towards* shows the direction in which Ayushi is heading. In the third sentence, *over* shows Priya's movement in a higher place.

Prepositions of movement or direction show the movement of or the direction in which a noun or pronoun is moving to or from a place. Some prepositions of movement are: *to, through, towards, over, out, across, along*.

1. Look at the pictures. In each case, write the preposition that tells us about the position of Puffy, the penguin.



2. Fill in the blanks by choosing the correct preposition from the box.

at

inside

over

in

on

- (a) The bird flew _____ the lake.
 (b) Vivek wakes up _____ 7 a.m. every day.
 (c) The gift is _____ the box.
 (d) The coin was lying _____ the table.
 (e) It was hot _____ the classroom.



3. Underline the correct preposition for each sentence and state whether it is a preposition of place, time or movement.

- (a) We walked (down/outside) the stairs. _____
 (b) Pavan looked (inside/under) his chair. _____
 (c) The dog jumped (up/over) the bushes. _____
 (d) The children are planning to meet the teacher (from/on) Monday.

- (e) The children followed the teacher (*up/inside*) the stairs. _____
- (f) Romel put his hand (*in/above*) the water and found the watch.

- (g) Up (*with/above*) the world so high, like a diamond in the sky.

- (h) I did not know that she was (*from/with*) Coimbatore. _____
- (i) My cousin will come (*after/from*) 8 p.m. _____

4. Some prepositions have been used incorrectly in this passage. Circle the incorrect prepositions, replace them with the correct ones and state whether it is a preposition of time, place or movement.

Ravi, Rekha and Asif are best friends. Every evening they play in the terrace after Rekha's house after returning with school. Above that, they walk home. When it rains, they play with Rekha's house. Sometimes, they go to Asif's house of the main street.



Recap

- **Prepositions of place** tell us about the place or position of a noun or pronoun (show where someone/something is).
- **Prepositions of time** show when something happens.
- **Prepositions of movement** or **direction** show the movement of or the direction in which a noun or pronoun is moving to or from a place.



Look at the following sentences.

*I want to read **a** novel this summer.*

*Mira has **an** examination tomorrow.*

*My mother went to watch **the** movie I suggested.*

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

A, an and the are called **articles**.

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

We use **a** before nouns that begin with consonant sounds.

Examples:

*Rani has to go to **a** dance recital today.*

*I want to eat **a** banana for breakfast.*

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



Now, let us learn where to use the article **an**.

We use **an** before nouns that begin with vowel sounds.



Examples:

We saw **an** elephant today.
Raghav eats **an** apple every day.
My mother is **an** interior designer.



Both **a** and **an** are used with a singular noun, and when we use **a** or **an** before a noun it means that we are talking about it in general. So, **a** and **an** are used before common nouns.

Examples:

Rahul gave me **a** glass of water.
Rani bought **an** orange.
The teacher gave each of us **a** notebook.
A drop of water fell into the oil.
An animal ran across the garden.

A and **an** are indefinite articles. We use an indefinite article when we refer to something for the first time or to a particular member of a group or class.

Examples:

Would you like to eat **a** sandwich?
A monkey stole the bananas.
An architect came to see the building.

Now, look at the sentences given below.

I like **the** dress you sent me.
The movie that I watched yesterday was boring.

In the first sentence, **the** suggests that the speaker is talking about a dress in particular (the dress he/she was sent). In the second sentence, **the** suggests

that the speaker is talking about a particular movie (the movie she/he watched yesterday).

We use *the* to talk about a particular person, place, animal or thing. We also use *the* if the noun being spoken about is one of a kind.

The is the only definite article in English. It indicates a particular noun that can be identified by the listener.

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

Example:

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

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

Examples:

*My parents gave me a puppy for my birthday. **The** puppy is very playful.
I read a book yesterday. **The** book was about fantastic creatures.*

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

Examples:

***The** earth revolves around the sun.
The moon is shining in the sky.*

- We use *the* with superlative adjectives.

Examples:

*Madhu is **the** tallest girl in class.
Raju is **the** naughtiest boy in our group.*

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

Names of rivers

the Ganga, the Yamuna, the Thames

The Ganga is the longest river in India.



Names of seas



the Arabian Sea, the Mediterranean Sea, the Caribbean Sea

The White Sea is covered with ice for six to seven months every year.

Names of oceans

the Atlantic Ocean, the Pacific Ocean, the Indian Ocean

The Pacific Ocean is the deepest ocean in the world.



Names of groups of islands



the Leeward Islands, the British Islands, the Society Islands

The Society Islands are a group of islands in the South Pacific Ocean.

Names of the four directions

the north, the south, the east, the west

The Sun rises in the east.



1. Complete the following sentences with *a*, *an* or *the*.

- (a) Raghav eats apple every day.
- (b) Red pen that I bought yesterday has been stolen.
- (c) Cup that you gifted me is broken.
- (d) There is rat in kitchen.
- (e) This is girl whom I saw yesterday.

2. Read the following paragraph. Use *a*, *an* or *the* to fill in the blanks.

I went to _____ zoo yesterday. I saw _____ lion and _____ elephant at _____ zoo. _____ lion was roaring in its cage and _____ elephant was sleeping. I also saw _____ baby hippopotamus. _____ baby hippopotamus was playing with its mother.

3. Add the definite article *the* to the following sentences correctly.

- (a) Sun sets in west.
- (b) Day is sunny.
- (c) Earth is round.
- (d) Arun is travelling around world.
- (e) Yellow Sea is located between China and Korea.
- (f) This is funniest joke I have ever heard!
- (g) Sky is cloudy.
- (h) This is longest tunnel.
- (i) World is running out of water.
- (j) This is smallest town in this district.

4. Read the story. Identify the incorrectly used articles and correct them.

Long ago, in the village, there lived the boy. There was the apple tree in a village. One day, a boy had nothing to eat. He sat under an apple tree and cried. Suddenly, the voice came from a tree. 'Why are you crying, my child?' asked an apple tree. 'I have nothing to eat and I am hungry,' said a boy. A tree asked a boy to climb up on it and pluck as many apples as he wanted to eat. A boy plucked a biggest apple and ate it happily.

Recap

- *A*, *an* and *the* are called **articles**.
- We use *an* before nouns that begin with a vowel sound.
- We use *a* before nouns that begin with a consonant sound.
- We use *the* to talk about a particular person, place, animal or thing. We also use *the* if the noun being spoken about is one of a kind.



A paragraph is a group of sentences that talk about one main idea.

A paragraph can be divided into three parts for better understanding.

- **Topic sentence** – The topic sentence of a paragraph contains its main idea. It is usually the first sentence of the paragraph.
- **Supporting sentences** – The supporting sentences tell us more about the main idea.
- **Concluding sentences** – The concluding sentences summarise the main idea and the supporting sentences of the paragraph.

Read the paragraph on the importance of personal hygiene.

Topic sentence

↑

Personal hygiene is very important to maintain good health. One can maintain personal hygiene by bathing, brushing teeth, washing hands and clothes, and clipping nails regularly. These practices help us protect ourselves from infections. Some common diseases that develop because of not maintaining personal hygiene are cold, tooth decay and various infections. Thus, personal hygiene should be a part of one's lifestyle.

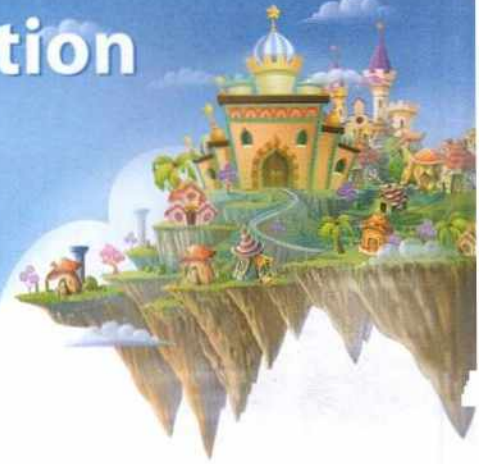
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Closing sentence

Supporting sentences

1. Write a paragraph on your favourite book.
2. Write a paragraph on the importance of sharing.
3. Write a paragraph on the importance of protecting nature.





We write an **application** to teachers or the Principal of our school for various reasons, such as asking for leave, requesting permission and apologising for misconduct.

An application is a formal letter you write to ask for permission or to apologise. It should be brief, to the point and should follow the format of writing an application. Although there are different types of applications, the format is basically the same.

An application should include the following elements.

- Sender's name and address
- Date
- Designation of the person to whom the application is addressed, followed by the name of the school
- Greetings
- Subject of the application
- Body of the application
- Closing
- Name and class



Let us look at a leave application written by a Grade 4 student to the Principal of her school.

Apoorva Kulkarni
103, Rockwood Apartments,
Banjara Hills, Hyderabad - 500034

Sender's name
and address

Date: 25 July 2018

Date

To,
The Principal
St. Thomas School, Jubilee Hills - 500033

Respected Sir,

Greetings

Subject: Application for leave

Subject of the
application

I am Apoorva Kulkarni, a student of Grade 4.
This is to inform you that I will not be able
to attend school for a week. My doctor has
advised me to take complete rest as I am
suffering from viral fever. I would be grateful
if you could consider my leave application and
grant me a week's leave, starting from
25 July 2018. Please find enclosed the medical
reports for your reference. I hope that you will
grant me leave for the above-mentioned days.

Body of the
application

Yours sincerely,

Closing

Apoorva Kulkarni
Class 4 A

Name and class
of the sender

1. Your elder sibling is getting married on 25 October 2018. Write an application to the Principal of your school, requesting for a leave of four days from 24 October 2018 to 27 October 2018.
2. Write an application to your class teacher requesting her permission to participate in an inter-school dance competition.
3. Write an application to the Principal of your school, apologising for not following the rules set for school uniform last Friday.
4. Imagine you are going to visit your grandparents in Delhi from 15 November 2018 to 17 November 2018. Write an application to the Principal of your school, requesting for a leave of three days.



We have learned about story writing in the previous grades. In this chapter, we are going to learn about different parts of a story. A **story** is divided into three parts – **beginning**, **middle** and **end**.

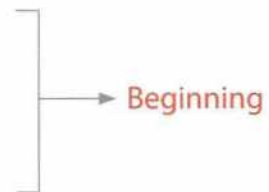
Let us discuss these parts in detail.

- **Beginning** – The beginning of a story introduces the characters and tells us when and where the story takes place.
- **Middle** – The middle of a story carries the story forward with a turning point or a problem.
- **End** – The end of a story is where the problem is resolved. If a moral is drawn from the story, it is included at the end.

Read the following story.

The Fox and the Crow

One fine morning, a crow was searching for food. After a long time, he found a morsel lying on the ground. He quickly swooped in and flew away happily with it.



He perched on the branch of a tree and had just begun to eat his food when a fox came and started staring at the food with hungry eyes. The fox greedily looked at the morsel and decided to get it. He said in a flattering tone, 'You are a beautiful bird. I have heard that crows have sweet voices. If only you would sing a song, it would make my day.'

Middle

The flattered crow did not understand the trick. He foolishly opened his beak to sing and the morsel fell down. The fox caught hold of the morsel and said, 'Haha! Now you see that you should not fall for flattery. I hope this teaches you a lesson.' He went away to enjoy the morsel, leaving the crow hungry and sad.

End

1. Write a story using the hints given below and give it a suitable title.
 - (a) A hungry fox sees a bunch of grapes hanging from a branch of a tree.
 - (b) The tree is very tall. The fox tries but is unable to reach the bunch of grapes.
 - (c) The fox walks away without trying very hard.
2. Write a story about a game that you played with your friends. Give the story a suitable title.
3. Write a story titled 'The cat chased the mouse.'