

# Contents

1. Types of Adjectives.....	1
2. Adverbs of Degree and Reason .....	8
3. Prepositions of Place, Time and Movement.....	14
4. Reflexive and Emphatic Pronouns.....	20
5. Transitive and Intransitive Verbs .....	25
6. Gerunds.....	31
7. Phrases 1: Noun, Verb and Adverb.....	36
8. Phrases 2: Adjective and Prepositional .....	42
9. Perfect Tenses .....	48
10. Independent and Dependent Clauses .....	58
11. Conditionals.....	65
12. Conjunctions: Coordinating, Subordinating and Correlative .....	72
13. Sentences: Simple, Complex and Compound .....	80
14. Active and Passive Voice .....	86
15. Direct and Indirect Speech .....	92
16. Contractions .....	99

17. Question Tags .....	103
18. Punctuation.....	108
19. Composition: Paragraph Writing.....	115
20. Composition: Story Writing .....	117
21. Composition: Essay Writing.....	120



**Look at the picture and read the passage.**

*Today, I went to the railway park. The weather was very pleasant and the golden sun was shining upon us. The park was huge and beautiful. There was a small pond with three swans in it. Many kids were playing in the park. I played with them and had a lot of fun.*



You have learned about adjectives in previous grades. In the above passage, *pleasant, golden, huge, beautiful, small, three, many, a lot of* are adjectives. They tell us more about the nouns and pronouns. For example, *pleasant* tells us about the weather, *huge* and *beautiful* tell us about the park, *three* tells us about the swans, *golden* tells us about the sun and so on.

1. Circle the adjective(s) in the following sentences. Also, underline the noun/pronoun that the adjectives describe.
  - (a) Nisha has four cats and two dogs.
  - (b) Can you explain the third problem in this exercise?
  - (c) Mr Reddy is a pious man.
  - (d) There is a rectangular box on the wooden table.





- (e) I want to be an honest lawyer when I grow up.
- (f) Can you add some salt to the soup?
- (g) My father is a man of few words.
- (h) Each room has two windows and a wooden table.
- (i) The jeweller showed me two tiny new silver coins.
- (j) The hotel has a large new circular courtyard.
- (k) Rekha is an intelligent person. She gave an amazing presentation.



You have learned about the different types of adjectives in previous grades.

**Look at the following table to revise the types of adjectives along with their usages and examples.**

Adjective	Usage	Examples
<b>Adjective of quality:</b> <i>tall, red, triangular, foolish</i>	Answers the question: what kind of? <ul style="list-style-type: none"> <li>• size</li> <li>• colour</li> <li>• shape</li> <li>• material</li> <li>• special quality</li> </ul>	<i>The school has a <b>big</b> playground, a <b>yellow</b> building, <b>circular</b> corridors and <b>helpful</b> teachers.</i>
<b>Adjective of quantity:</b> <i>more, some, little, enough, much, a lot of</i>	<ul style="list-style-type: none"> <li>• Answers the question: how much?</li> <li>• Is generally used with uncountable nouns</li> </ul>	<i><b>A lot of</b> water got wasted because of the leakage.</i>



Adjective	Usage	Examples
<b>Adjective of number:</b> <i>twenty-five, many, last, first, tenth</i>	<ul style="list-style-type: none"> <li>• Answers the questions:               <ul style="list-style-type: none"> <li>▪ how many?</li> <li>▪ what position?</li> </ul> </li> <li>• Is generally used with countable nouns</li> </ul>	<p><i>There are <b>five</b> mistakes in the assignment.</i></p> <p><i>Garima secured the <b>first</b> place in the dance competition.</i></p>
<b>Possessive adjective:</b> <i>my, his, her, their, your, our, its</i>	Answers the question: whose?	<p><i><b>Her</b> handwriting is very beautiful.</i></p> <p><i><b>Our</b> country believes in peace and harmony.</i></p>
<b>Demonstrative adjective:</b> <i>this, that, these, those</i>	Answers the question: which one(s)?	<p><i><b>That</b> table needs to be replaced.</i></p> <p><i><b>Those</b> flowers are gulmohars.</i></p>
<b>Interrogative adjective:</b> <i>what, whose, which</i>	<ul style="list-style-type: none"> <li>• Is used to ask a question</li> <li>• Is followed by a noun</li> </ul>	<p><i><b>Whose</b> advice should I follow?</i></p> <p><i><b>What</b> colour is the saree?</i></p>
<b>Distributive adjective:</b> <i>each, every, either, neither</i>	Refers to an individual thing or person among many	<p><i><b>Each</b> product has its M.R.P. mentioned in the brochure.</i></p> <p><i><b>Every</b> classroom should have a projector.</i></p>

2. Underline the adjectives in the following sentences. Also, mention their type in the blanks provided.

(a) There was enough milk in the can. \_\_\_\_\_

(b) What colour are his eyes? \_\_\_\_\_

(c) There are a few chocolates left in the fridge. \_\_\_\_\_

(d) Yuvraj Singh is a left-handed batsman. \_\_\_\_\_

(e) Each participant got five minutes for the performance. \_\_\_\_\_

(f) This house was designed by a famous architect. \_\_\_\_\_

(g) Rupal was very humble but her sisters were extremely arrogant.

(h) Each shop has a unique collection of modern French leather footwear.

3. Complete the sentences using the adjectives given in the box. Indicate the type of adjective in the second column.

many	overcooked	its	some
these	which	consolation	neither

Sentences	Type of adjective
(a) A bear marks _____ territory by rubbing against a tree.	_____
(b) _____ accusation is true.	_____
(c) _____ participants won the _____ prize.	_____ _____

Sentences	Type of adjective
(d) Rita does not like _____ potatoes.	_____
(e) _____ paintings are very beautiful.	_____
(f) _____ book would you like to read?	_____
(g) I have borrowed _____ money from the bank.	_____

4. Complete the following sentences with appropriate adjectives of the types mentioned in brackets.

(a) \_\_\_\_\_ (*distributive*) participant needs to score \_\_\_\_\_ (*number*) points.

(b) The \_\_\_\_\_ (*quality*) spider fell on \_\_\_\_\_ (*possessive*) shoulder.

(c) \_\_\_\_\_ (*demonstrative*) school secured the \_\_\_\_\_ (*number*) position in the debate competition.

(d) There is practically \_\_\_\_\_ (*quantity*) time to prepare for the exam.

(e) \_\_\_\_\_ (*number*) people follow traffic rules.

(f) \_\_\_\_\_ (*interrogative*) museum did you go to?

5. Replace the italicised adjectives with adjectives of the type mentioned in brackets. One is done for you.

(a) The boy was *feverish*. So, his grandmother put him to bed. (*quality*)  
The boy was sleepy. So, his grandmother put him to bed.

(b) The students got *extra* days to complete their project work. (*number*)  
 \_\_\_\_\_



(c) *Each* girl must take her turn. (*demonstrative*)

---

(d) We have *beautiful* beaches in this area. (*number*)

---

(e) *Many* volunteers helped in organising the medical camp.  
(*demonstrative*)

---

(f) *That* denim jacket is very comfortable. (*possessive*)

---

6. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) Bachendri Pal is the one Indian woman to climb Mt. Everest, the few mountain in the world.

Bachendri Pal is the first Indian woman to climb Mt. Everest, the highest mountain in the world.

(b) The hungry man ate either porridge.

---

---

(c) His left hand has fifth fingers.

---

---

(d) I saw which parrots sitting on the fence.

---

(e) Param did not have two friends because of his short temper.

---



(f) This is enough bag and that is a few bag.

---

(g) Few wrestler is stronger than him.

---

(h) Are there seventeenth guava trees in this garden?

---

(i) Each location do you prefer?

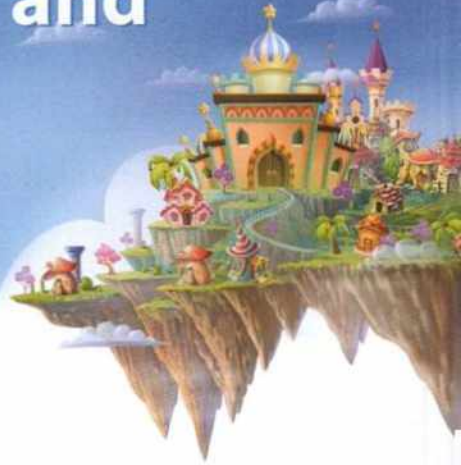
---

## Recap

Adjectives are of seven types. They are:

- **adjective of quality:** *foolish, tall, triangular, red*
- **adjective of quantity:** *more, some, little, enough, much*
- **adjective of number:** *twenty-five, many, last, first, tenth*
- **possessive adjective:** *my, his, her, their, your, our, its*
- **demonstrative adjective:** *this, that, these, those*
- **interrogative adjective:** *what, whose, which*
- **distributive adjective:** *each, every, either, neither*

# Adverbs of Degree and Reason



## Read the following sentences.

*She opened the door and looked inside.*

*Reeta reached Goa yesterday.*

*The thieves entered the house quietly.*

*He always took the same bus to office.*

In these sentences, *inside*, *yesterday*, *quietly* and *always* are adverbs. You have learned about adverbs in the previous grades. Adverbs tell us more about verbs, adjectives and other adverbs. They tell us about the place, the time, the manner or the frequency of an action.

### 1. Underline the adverbs in the following sentences.

- BinoY plays the guitar beautifully.
- Rishabh is never late for his dance practice.
- We recently moved to a new place.
- My grandparents wake up early in the morning.
- Sit comfortably or you will get a backache.
- Rajesh often goes to London for business deals.
- Rajni believes that ghosts walk backwards.
- He ran upstairs and quickly closed the door.





## Look at the following sentences.

The sun was *extremely* bright.

The girl was *very* active.

In the sentences above, the words *extremely* and *very* describe the degree to which the sun was bright and the girl was active. They are called **adverbs of degree**.

**Adverbs of degree** modify verbs, adjectives or other adverbs by telling us about the degree or extent to which something happens or something is done.

Given below are a few common adverbs of degree.

absolutely	completely	enormously
extremely	deeply	fully
hardly	terribly	very
remarkably	quite	pretty

### Examples:

The dance performance was *absolutely* wonderful.

The roof was *completely* covered with snow.

The students did *very* well in the test.

2. Circle the adverbs of degree in the sentences given below.
- (a) Ujjwal is terribly scared of lizards.
  - (b) To finish all the tasks in a week was extremely difficult.
  - (c) He has almost completed his work.
  - (d) My mother was deeply hurt by my behaviour at the mall.

- (e) We were very happy after our school team won the match.
- (f) Dr A.P.J. Abdul Kalam was an enormously successful scientist. Yet, he was a very humble person.
- (g) The sanitation in the city has remarkably improved after the elections.
- (h) The arrested man was completely honest in front of the judge.
- (i) The coach was fully satisfied with the performance of the new player in the team.

**Now, look at these sentences.**

*The mother got tired. **So**, Anurag and Sneha helped her bake cookies.*

***Since** she fell ill, Suhani had to take medicines.*



Here, **so** and **since** are adverbs that tell us why Anurag and Sneha decided to help their mother, and why Suhani had to take medicines. In other words, they connect the actions of helping and taking medicines with the reasons of the mother being tired and Suhani falling ill, respectively. Such adverbs are called **adverbs of reason**.

**Adverbs of reason** or **purpose** are adverbs that express the reason for or the purpose of an action.

Here are a few more adverbs of reason.

therefore      so      hence      since      consequently      thus

**Examples:**

*He secured first rank in the entrance exam. **Therefore**, he could get admission in the college of his choice.*

*My grandmother is a kind and polite lady. **Hence**, she is respected by everyone.*

*I missed my bus and **consequently** arrived late for the class.*

*Since the weather was very cold, I decided to make some tea for everyone.*

3. Circle the adverbs of reason in the sentences given below.
- (a) The patient's condition was extremely critical. Hence, the doctors observed him closely.
  - (b) She danced beautifully. Therefore, she was given the 'Dancer of the Evening' award.
  - (c) The dam broke, and consequently, the nearby villages were flooded.
  - (d) I will eat my lunch inside, since it is raining.
  - (e) The sources of freshwater on Earth are limited. So, we should conserve water.
  - (f) The car got punctured, and thus they had to walk a long distance.
4. Underline the adverbs in the following sentences and write their types in the blanks.
- (a) The students were well-prepared for the exam. Hence, they scored good marks. \_\_\_\_\_
  - (b) They played the match fairly well. \_\_\_\_\_
  - (c) I had almost forgotten about the exam. \_\_\_\_\_
  - (d) The students admire their teacher greatly. \_\_\_\_\_
  - (e) My trip to Ooty was cancelled, so I visited my grandma instead. \_\_\_\_\_
  - (f) Sakeena had barely eaten anything since morning. \_\_\_\_\_
  - (g) The teacher did not wear gloves and consequently burnt her hand with the acid. \_\_\_\_\_



5. Fill in the blanks with suitable adverbs from the box below.

so	greatly	since	pretty	therefore
extremely	hence	highly	thus	remarkably

- (a) The students have been given deadlines for submission.  
\_\_\_\_\_, they are expected to complete their projects by then.
- (b) The necklace is imported and \_\_\_\_\_ expensive.
- (c) I am leaving early tomorrow, \_\_\_\_\_ I need to go to bed early tonight.
- (d) \_\_\_\_\_ my tooth was aching, I had to visit a dentist.
- (e) The boss didn't like his work. \_\_\_\_\_, he must start afresh.
- (f) Lalitha is \_\_\_\_\_ soft-spoken. So, I was shocked to hear her shout at the bus driver.
- (g) When it was time to go home, they were \_\_\_\_\_ distressed.
- (h) The new supermarket has \_\_\_\_\_ skilful workers who make it possible for people to finish shopping in a few minutes.
- (i) We had to cover a \_\_\_\_\_ long distance to reach the fort.
- (j) It is a \_\_\_\_\_ well-researched book, and \_\_\_\_\_ it has got the award.
6. Identify the errors and rewrite the sentences correctly. One is done for you.
- (a) Yet there was a long queue, we had to wait for quite some time.  
Since there was a long queue, we had to wait for quite some time.
- (b) The actor is deeply famous in this country.  
\_\_\_\_\_

(c) I was not informed about the meeting. Since, I could not attend it.

---

(d) The mountaineers were enormously tired to climb further.

---

(e) Seema bought a fully expensive pair of jeans.

---

(f) Viswanathan Anand was a former world chess champion and since admired by everyone.

---

(g) The road was extremely invisible due to the fog.

---

(h) My friend writes beautiful poems. I like them utterly.

---

7. Make sentences using the adverbs given in the box.

dearly

since

rarely

consequently

never

so

somewhat

therefore

deeply

## Recap

- **Adverbs of degree** tell us about the degree or extent to which something happens or something is done. For example, *absolutely, completely, very*
- **Adverbs of reason** are words that express the reason for or the purpose of an action. For example, *therefore, hence, since, so*

# Prepositions of Place, Time and Movement



Look at the following sentences.

The peacock is sitting **on** the branch.

The newspaper is **beside** the table.

The students are studying **inside** the library.

Here, **on**, **beside** and **inside** tell us about the location of *the peacock*, *the newspaper* and *the puppets*. Such prepositions are called **prepositions of place**.

**Prepositions of place** tell us about the location of a noun or pronoun. Some prepositions of place are **on**, **in**, **at**, **behind**, **beside**, **inside**, **beneath**.

**Examples:**

Her apartment is **on** the fourth floor.

This is the best burger **in** the world.

He hung his coat **behind** the door.

Look at the following sentences.

Rishi was born **in** 2008.

My alarm clock rings **at** 7 a.m.

She was so nervous **during** the competition.





In these sentences, *in*, *at* and *during* tell us the time of actions, i.e. Rishi being born, alarm clock ringing and she being nervous. Such prepositions are called **prepositions of time**.

**Prepositions of time** tell us about the time of action of a noun or pronoun. Some prepositions of time are *at*, *in*, *on*, *during*, *since*, *for*, *ago*, *before*.

**Examples:**

*We have our breakfast at 8 o'clock in the morning.*

*Ramesh has been swimming for the past two hours.*

*My grandparents went on a pilgrimage three years ago.*

**Now, read the following sentences.**

*The monkey jumped over the trees.*

*They were marching through the fields.*

*Ria walked around the tree.*



In the sentences above, *over*, *through* and *around* tell us about the movements of *the monkey*, *they* and *Ria*. Such prepositions are called **prepositions of movement or direction**.

**Prepositions of movement or direction** tell us about the movement or direction of a noun or pronoun. Some prepositions of movement are *through*, *towards*, *over*, *across*, *into*, *along*.

**Examples:**

*Hishma walked along the road.*

*They got into the car and left.*

*The dogs ran towards me.*

1. Underline the prepositions in the following sentences. Write *P* for prepositions of place, *T* for prepositions of time and *M* for prepositions of movement or direction.

- (a) Pour the milk into the pan. \_\_\_\_\_
- (b) Put the heavy box on the floor. \_\_\_\_\_
- (c) We submitted the project before the last date of submission. \_\_\_\_\_
- (d) Everyone ran towards the exit gate. \_\_\_\_\_
- (e) My grandparents take a nap in the evenings. \_\_\_\_\_
- (f) I have kept the money inside your wallet. \_\_\_\_\_

**Now, read the following sentences.**

The new teacher *entered* the classroom. (not entered into)

Priya said that she was *the same age* as her friend. (not of the same age)

She said, 'There will be a quiz competition *next month*.' (not in next month)

Some expressions and words are used without prepositions.

**Examples:**

Sunita *married* Puneet yesterday. (not married to)

This actor *resembles* Amitabh Bachchan a lot. (not resembles to)

The local trains arrive *every* fifteen minutes. (not in every)

*What* colour are his eyes? (not of what)

Anita has reached *home* safely. (not at home)

In some expressions, we remove the preposition even if it is correctly used. The sentence makes complete sense without it.

### Examples:

What time does the bus **arrive**? (not arrive at)

**Wait** a minute. (not wait for)

The homeless orphan has no place to **go**. (not go to)

He sleeps **the same way** as his father. (not in the same way)

The poor woman has no money to buy **food**. (not food with)

2. Complete the following sentences using the correct preposition from the box. Some prepositions can be used in more than one sentences.

from            on            in            ago            along            over

- (a) We drove \_\_\_\_\_ the highway for sometime.
- (b) Chandan left a few minutes \_\_\_\_\_.
- (c) The children are learning computer \_\_\_\_\_ the computer lab.
- (d) The picture was taken \_\_\_\_\_ the hilltop.
- (e) Pihu comes back \_\_\_\_\_ her office \_\_\_\_\_ the evening.
- (f) The helicopter flew \_\_\_\_\_ the city. Then, it landed \_\_\_\_\_ the helipad.
3. Tick the appropriate preposition. Mention its type in the blank.
- (a) My friend has sent me a gift (*over/from/before*) Nagpur. \_\_\_\_\_
- (b) Titanic sank (*into/over/across*) the Atlantic Ocean. \_\_\_\_\_
- (c) The party started (*at/on/in*) 7 p.m. \_\_\_\_\_
- (d) Sumedha is standing (*on/from/to*) the stage to speak about World Health Day. \_\_\_\_\_





(e) I travel (*between/into/along*) the same route to reach my office.

\_\_\_\_\_

(f) Hang the jeans (*on/in/to*) the hook. \_\_\_\_\_

4. Underline the prepositions that are not required. One is done for you.

(a) Akansha has no money to book the tickets with.

(b) The tourists are discussing about their next destination.

(c) You need to take this medicine in every two hours.

(d) I will reach at home in ten minutes.

(e) You can write the letter in the same way as Khushi.

(f) The teacher entered into the wrong classroom.

5. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) All my friends came at home in my birthday.

All my friends came home on my birthday.

(b) My cousin married to my friend's elder sister.

\_\_\_\_\_

(c) Anu said, 'My little brother resembles to my mother.'

\_\_\_\_\_

(d) Of what size are your shoes?

\_\_\_\_\_

(e) My jacket is of the same colour as yours.

\_\_\_\_\_

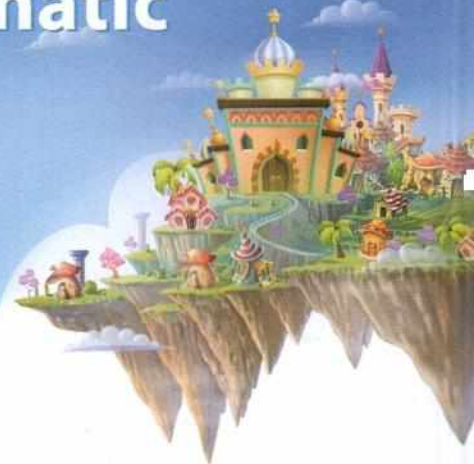
(f) I am moving to Hyderabad in next week.

\_\_\_\_\_

## Recap

- **Prepositions of place** show the location of a noun or pronoun. For example, *on, in, at, behind, beside, inside, beneath*
- **Prepositions of time** show the time of action of a noun or pronoun. For example, *at, in, on, during, since, for, ago, before*
- **Prepositions of movement or direction** show the movement or direction of a noun or pronoun. For example, *through, towards, over, across, into, along*
- Some expressions are used without prepositions. For example, *Sunita married Puneet yesterday.* (not married to)
- We remove the prepositions in some expressions. For example, *What time does the bus arrive?* (not arrive at)

# Reflexive and Emphatic Pronouns



Look at the following sentences.

*The young boy dreams of buying a plane for **himself**.*

*My grandmother poured a cup of tea for **herself**.*

The object, **himself**, refers to the same person as the subject, *the young boy*. Similarly, **herself** refers to the same person as *my grandmother*. Such words are called **reflexive pronouns**.



**Reflexive pronouns** are pronouns that we use when the subject and the object in a sentence refer to the same person. Such sentences do not make complete sense without reflexive pronouns.

*Myself, yourself, himself, herself, itself, ourselves, yourselves* and *themselves* are reflexive pronouns.

Subject	Reflexive Pronoun
singular noun/pronoun	myself, yourself, himself, herself, itself
plural noun/pronoun	ourselves, yourselves, themselves

**Examples:**

*Please help **yourself** to some cookies.*





Sarah introduced *herself* to the clients.

He hurt *himself* during the match.

1. Underline the reflexive pronouns in these sentences. Circle the subject they refer to.

(a) He is teaching himself to play the piano.

(b) My aunt busied herself in the kitchen.

(c) We helped ourselves to the food.

(d) We should behave ourselves in front of our elders.

(e) You should not drive the car so fast. You will hurt yourself.

(f) They patted themselves on the back for their extraordinary victory.

(g) A house divided against itself cannot stand.

**Now, look at the following sentences.**

Arjun *himself* bought a new watch.

Mother Teresa helped the child *herself*.



In the first sentence, *himself* not only points to the subject *Arjun* but also emphasises the noun *Arjun* as the agent of the action *bought*. In the second sentence, *herself* also emphasises the noun, *Mother Teresa*. Such pronouns are called **emphatic pronouns**.

When reflexive pronouns are used to put emphasis on a particular noun, they are called **emphatic pronouns**. The sentence makes complete sense even when the emphatic pronoun is removed.

**Examples:**

He *himself* made the beautiful painting.

They *themselves* baked the cookies.

The director *himself* acted as the lead character in the movie.

2. Read the following sentences. Underline the emphatic pronouns and circle the subject it refers to.
- I myself cancelled the tickets.
  - He himself feeds the birds.
  - The house itself is so big.
  - Swati herself planned the entire fashion show.
  - The cricket board members themselves contributed the money to fund the championship.
  - A calligrapher himself could not have written it more beautifully.
  - The facts themselves can be used to solve the crime.
3. Tick the type of pronoun used in the following sentences.

Sentences	Reflexive	Emphatic
I myself was not aware of the extra features of the new smartphone.		
We enjoyed ourselves at the party.		
Do not go near the fire. You will burn yourself.		
The thief himself admitted to his crime.		
She was in a hurry. So, she paid the bill herself.		
I myself saw the big mountain collapse.		

4. Tick the correct pronoun in the following sentences. Write *R* for reflexive pronouns and *E* for emphatic pronouns in the blanks given.

(a) I gave (*herself/myself*) plenty of time to repair the refrigerator. \_\_\_\_\_

(b) We treated (*himself/ourselves*) to burgers and cold drinks. \_\_\_\_\_

(c) The boy hurt (*himself/itself*) while jumping on the bed. \_\_\_\_\_

(d) The organisers (*themselves/ourselves*) made sure that everyone carries an entry ticket. \_\_\_\_\_

(e) They can take care of the house (*themselves/itself*). \_\_\_\_\_

(f) With the prize money, I can buy (*myself/itself*) a new motorbike. \_\_\_\_\_

(g) She (*herself/ourselves*) gets confused when she gives directions. \_\_\_\_\_

5. Complete the conversation with appropriate reflexive pronouns.

**Harsh:** Hey, Simran! Why are you sitting all by \_\_\_\_\_?

**Simran:** Hey, Harsh! I was just looking at the sunset. It is beautiful!

**Harsh:** Did you forget that we have to plan a Sneha's birthday party?

**Simran:** Oh, yes! Shall we plan it \_\_\_\_\_ or ask our friends to join us?

**Harsh:** I think we should ask the entire circle of friends to plan the party together.

**Simran:** I \_\_\_\_\_ will prepare a song to sing.

**Harsh:** We can ask others to help with the decorations.

**Simran:** Yes, they can do it \_\_\_\_\_.

**Harsh:** What about the chips and the soft drinks?

**Simran:** We will decide on that among \_\_\_\_\_.

**Harsh:** Yes, we can do that.





6. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) The students herself formed a queue.

The students themselves formed a queue.

(b) My grandfather used to walk by yourself before the accident.

\_\_\_\_\_

(c) They herself got their coats dry-cleaned.

\_\_\_\_\_

(d) Sudha prepared myself by studying day and night.

\_\_\_\_\_

(e) We themselves have to take responsibility for all the mistakes.

\_\_\_\_\_

(f) The cat jumped on the roof by myself.

\_\_\_\_\_

(g) We can complete the entire project myself. We do not need to hire other people.

\_\_\_\_\_

### Recap

- **Reflexive pronouns** are pronouns that we use when the subject and the object in a sentence refer to the same person. For example, *she hurt herself during the match.*
- When reflexive pronouns are used to put emphasis on a particular noun, they are called **emphatic pronouns**. For example, *he himself made the beautiful painting.*

# Transitive and Intransitive Verbs



Read the following sentences.

*I **caught** a fish in the pond.*

*Adnan accidentally **cut** his hand with a knife.*

*We **eat** pancakes for breakfast.*

In the sentences above, **caught**, **cut** and **eat** are the verbs. A *fish*, *his hand* and *pancakes* receive the action of these verbs. In other words, they are the objects. The verbs need these objects to express a complete thought. Such verbs are known as **transitive verbs**.

A **transitive verb** requires an object to express a complete thought. It transfers the action of the subject onto the object.

**Examples:**

*I **hurt** my ankle.*

*The man was **wearing** a blue jacket.*

*Suhasini **bought** a new dress for herself.*

- Circle the transitive verbs and underline their objects in the following sentences.
  - He opened the door.
  - I submitted the assignment on time.



- (c) He picked up the fruits.
- (d) The naughty kids broke the window.
- (e) They quickly crossed the street.
- (f) I do not eat spicy food.
- (g) He paints houses for a living.
- (h) Kishore won a scholarship for a course in Sweden.

**Now, read the following sentences.**

Riya *gave* her friends a few books.

The teacher *asked* Karan a question.

My parents *promised* me a computer.

In these sentences, the transitive verbs *gave*, *asked* and *promised* have two objects each.



**Transitive verbs** such as *give*, *ask*, *promise* can take more than one object.

- The object that receives the action of the verb or is most affected by the action of the verb is called the direct object. We can find the direct object by answering this question: verb + what?

**Examples:**

Riya *gave* her friends a few books. (gave what? – a few books)

The teacher *asked* Karan a question. (asked what? – a question)

My parents *promised* me a computer. (promised what? – a computer)

- The indirect object is the person, animal or thing that is affected by the direct object. We can find the indirect object by answering the question: ‘To whom?’ or ‘For whom?’



### Examples:

Riya *gave* her friends a few books. (gave to whom? – her friends)

The teacher *asked* Karan a question. (asked whom? – Karan)

My parents *promised* me a computer. (promised whom? – me)

2. Identify the direct object and the indirect object in the following sentences and write them under their respective columns in the table. One is done for you.

Sentence	Direct Object	Indirect Object
Zaheer gifted his uncle a coat.	<i>a coat</i>	<i>his uncle</i>
Can you please pass me the salt?		
Let him have the last slice of the pizza.		
I bought these books from him.		
He wrote her a letter.		
The lady told the children a story.		
I gave him my book.		
I would like to show you my scrapbook.		

### Now, read the following sentences.

The boy was *crying*.

The sun *sets* in the west.

Mahima *ran* a long distance.

The verbs *crying*, *sets* and *ran* do not need any object to express a complete thought. The sentences make complete sense. Such verbs are called **intransitive verbs**.

A verb that does not need an object to express a complete thought is called an **intransitive verb**. It does not transfer the action of the subject onto any object. It can also express a state.

**Examples:**

*She left.*

*The guests arrived.*

*Hemant was asleep.*

3. Identify the type of verbs in the following sentences. Write *T* for transitive and *IN* for intransitive in the blanks.

(a) We met her in Hyderabad. \_\_\_\_\_

(b) The last train leaves at 10 p.m. \_\_\_\_\_

(c) My friend eats rice very slowly. \_\_\_\_\_

(d) The Principal signed the letter. \_\_\_\_\_

(e) The trees look beautiful in the rain. \_\_\_\_\_

(f) The homeless man was sleeping on a bench in the park. \_\_\_\_\_

(g) It was a full moon night. \_\_\_\_\_

(h) The poor lady blessed the boy as he gave her some food. \_\_\_\_\_

Some verbs can be both **transitive** and **intransitive**. Verbs such as *continue*, *play*, *smile*, *sing*, *read* can be both transitive and intransitive.

**Examples:**

Transitive	Intransitive
<i>We will continue the class after the break.</i>	<i>The class continued.</i>

Transitive	Intransitive
The children <i>are playing</i> cricket.	The children <i>are playing</i> .
Jobin <i>smiled</i> at us.	Jobin <i>smiled</i> .
She <i>sang</i> many songs at the concert.	She <i>sang</i> .

4. Circle the verbs in the box that can be used as both transitives and intransitives.

wash	laugh	smile	cry	dress
kick	want	throw	arrive	go
walk	carry	drop	call	follow

5. Rewrite the following sentences by changing the intransitive verbs into transitive verbs by adding a suitable object. One is done for you.

(a) The girl is playing.

The girl is playing basketball.

(b) I parked outside the garden.

\_\_\_\_\_

(c) Aruna nodded in agreement.

\_\_\_\_\_

(d) Don't eat so fast.

\_\_\_\_\_

(e) He likes to read every day.

\_\_\_\_\_

(f) Which team won?

\_\_\_\_\_



(g) Do not enter.

6. The sentences given below are examples of the conditions given in the table. Indicate the right example against the appropriate condition in the table. One is done for you.

- (a) The coconut fell on the ground.
- (b) The sun shone and the birds chirped.
- (c) The bus hit the lamp post.
- (d) He pushed the lamp so hard that it broke.
- (e) We read storybooks while the other children played football.

A sentence with a transitive verb	(c)
A sentence with an intransitive verb	
A sentence with two transitive verbs	
A sentence with a transitive and an intransitive verb	
A sentence with two intransitive verbs	

### Recap

- A **transitive verb** requires an object to express a complete thought. For example, *I hurt my ankle.*
- **Transitive verbs** such as *give, ask, promise* can take more than one object. For example, *Riya gave her friend a book.*
- You can find the direct object by answering the question 'Verb + What?'. You can find the indirect object by answering the question: 'To whom?' or 'For whom?'
- A verb that does not need an object to express a complete thought is called an **intransitive verb**. For example, *she left.*
- Verbs such as *continue, play, smile, sing, read* can be both transitive and intransitive.

# 6 Gerunds



Read the following sentences.

*Stealing* is a bad habit.

Seema likes *playing* cricket.



In the first sentence, *stealing* acts not as a verb but as a noun. It is the subject in the sentence. Here, *is* becomes the verb. Similarly, in the second sentence, *playing* acts not as a verb but as a noun. It is the object of the verb *likes*. Though *stealing* and *playing* are the **-ing** forms of the verbs *steal* and *play*, they act as nouns. Such verbs are known as **gerunds**.

When a verb ends with **-ing** and is used as a noun in a sentence, it is called a **gerund**.

**Examples:**

*Dancing* is my favourite activity.

They are looking forward to *swimming*.

*Exercising* is very important for good health.

1. Underline the gerunds, if any, in the following sentences.
  - (a) Doing homework is always boring.
  - (b) The crows are flying in the sky.
  - (c) Raj is counting the stars.



- (d) Walking the dog is my dad's morning chore.
- (e) I am tired of waiting at the station.
- (f) I was washing clothes during the power cut.
- (g) Hunting tigers is illegal.
2. Choose the appropriate verbs from the help box and fill in the blanks with their gerund forms.

attend	brush	touch	play
blow	hike	read	dance

- (a) \_\_\_\_\_ your teeth daily keeps them healthy.
- (b) Children love \_\_\_\_\_ with water.
- (c) \_\_\_\_\_ wedding parties is something she hates.
- (d) One of his passions is \_\_\_\_\_.
- (e) \_\_\_\_\_ in the rain is a lot of fun.
- (f) \_\_\_\_\_ the artifacts in the museum is prohibited.
- (g) Sana loves \_\_\_\_\_ bubbles in the air.

**Now, read the following sentences.**

Sanjana loves *singing*.

Sanjana loves *singing* patriotic songs.

Anurag loves *cooking*.

Anurag loves *cooking* noodles.

Here, *singing* and *cooking* are gerunds.

In the first and third sentences, the gerunds act as the objects of verbs.

However, in the second and fourth sentences, the gerunds *singing* and *cooking*





occur with their objects, *patriotic songs* and *noodles*. The object of the gerund can be identified by asking the question 'what' to the gerund in the sentence.

**Examples:**

*Reading* a detective novel is so interesting.

(Reading what? – a detective novel)

*Respecting* our national flag is our duty.

(Respecting what? – our national flag)

I love *watching* magic shows.

(Watching what? – magic shows)



3. Fill in the blanks with appropriate objects for the gerunds.

Bharatnatyam	an apple	taxes	admission forms
cartoons	my name	junk food	model houses and ships

- (a) Learning \_\_\_\_\_ is my childhood dream.
- (b) She is good at sketching \_\_\_\_\_.
- (c) All students are busy submitting \_\_\_\_\_.
- (d) Paying \_\_\_\_\_ on time is absolutely necessary.
- (e) Eating \_\_\_\_\_ is injurious to health.
- (f) The teacher forgot announcing \_\_\_\_\_ for the award.
- (g) Eating \_\_\_\_\_ every day keeps the doctor away.
- (h) Harsh loves building \_\_\_\_\_.

4. Rewrite the sentences using the gerunds given in brackets correctly. One is done for you.

(a) Haseeb enjoys comedy movies. (*watching*)

Haseeb enjoys watching comedy movies.

(b) Homemade food is very healthy. (*eating*)

---

(c) Meghna likes storybooks. (*reading*)

---

(d) Selfies have become a new sensation. (*taking*)

---

(e) Anushka loves oil lamps during festivities. (*lighting*)

---

(f) Hitesh loves coins. He has many rare ones. (*collecting*)

---

(g) I like traffic rules. They keep us safe on the roads. (*following*)

---

5. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) I am thinking of visit London.

I am thinking of visiting London.

(b) Ride a roller coaster is scary for me.

---

(c) Fly a kite on a windy day is fun.

---

(d) Eat fruits without washing them is harmful for health.

---



(e) Yash was scolded for break the windowpane.

---

(f) Climb Mt. Everest is not an easy task.

---

(g) Divya enjoys shop with her friends. She loves buy shoes.

---

### Recap

- When a verb ends with **-ing** and is used as a noun, it is called a **gerund**. For example, *dancing* is my favourite activity.
- The object of the gerund in a sentence can be identified by asking the question 'what' to the gerund. For example, *reading a detective novel* is so interesting. (Reading what? - *a detective novel*)



# Phrases 1

## Noun, Verb and Adverb



Read the following sentences.

*The little girl* is playing with her puppy.

Sunaina listened to the teacher *very carefully*.

The children *are exercising* with great enthusiasm.



In the above sentences, the groups of words *the little girl*, *very carefully* and *are exercising* do not have a subject and a predicate. They also do not make complete sense by themselves and form parts of sentences. Such groups of words are called **phrases**.

**Phrases** are groups of words that do not have a subject and a predicate. They do not make complete sense on their own and form a part of sentences.

The most important word in a phrase is called its head word. For example, in the sentences above, the head words of the phrases are *girl*, *carefully* and *exercising*.

Depending upon their functions in a sentence, phrases can be divided into the following types:

- noun phrase
- verb phrase
- prepositional phrase
- adjectival phrase
- adverb phrase



**Look at the following sentences.**

*The hungry, poor man* was looking for food.

Waking up early is *a healthy habit*.

They bought *a big wooden table*.



In the above sentences, the phrases *the hungry, poor man*, *a healthy habit* and *a big wooden table* have the nouns *man*, *habit* and *table* as their head words. Such phrases act as nouns in sentences and are called **noun phrases**.

A **noun phrase** is a group of words that has a noun as its head word. It functions as a noun or pronoun in a sentence.

- A noun phrase can also have determiners and adjectives. For example, *ten beautiful Tamil songs*, *these colorful cards*, *a kind man*
- A noun phrase can occur in a sentence as a subject, an object or an object of preposition.

**Examples:**

*A new mall* is being built in the city. (subject)

Nabeela bought *the blue box* from the market. (object)

Mohan arrived in *a black sedan car*. (object of preposition)

1. Underline the noun phrases in the following sentences. Also, circle the head words in them.
  - (a) They used to stay in that big house.
  - (b) Those CDs belong to me.
  - (c) Dr Rajendra Prasad was the first President of India.
  - (d) The little boy sings well.
  - (e) We cancelled the picnic due to bad weather.



- (f) The clever detective solved the mystery.  
(g) Ajit bought three coffee-table books from that book store.

**Now, look at the following sentences.**

The children *are studying* in the park.

The author *is writing* a new story.

He *had forgotten* to bring his umbrella.



In the sentences above, the phrases *are studying*, *is writing* and *had forgotten* have verbs *studying*, *writing* and *forgotten* as their head words. They function as single verbs in the sentences by talking about the actions. Such phrases are called **verb phrases**.

A **verb phrase** is a phrase that has a main verb as its head word. It functions as a single verb in a sentence by talking about an action or a state of being.

Auxiliary or modal verbs can occur in a verb phrase before the main verb. For example, *may come*, *have been reading*, *will be playing*

**Examples:**

Rishi *has sent* you a mail.

They *should apologise* for their mistake.

I *will be travelling* next week.

2. Underline the verb phrases in the following sentences. Also, circle the main verbs.
- (a) The player could not hear the coach.  
(b) We may go to the cinema tomorrow.  
(c) Suresh has lost his sunglasses.



- (d) I should finish the article before Monday.
- (e) We were reading a short story since morning.
- (f) Abhishek has been waiting at the railway station.
- (g) We must not make any noise in a hospital.

**Now, let us read the following sentences.**

*The participant sang **very beautifully**.*

*Ravi had a habit of rising **early in the morning**.*

*Suresh completed his assignment **yesterday evening**.*

In the above sentences, the phrases **very beautifully**, **early in the morning** and **yesterday evening** have the adverbs *beautifully*, *early* and *yesterday* as their head words. These phrases act as adverbs. They tell the manner, place and time of the actions. In other words, they modify the verbs. Such phrases are called **adverb phrases**.

An **adverb phrase** has an adverb as its head word. It acts as an adverb in a sentence and modifies the verb.

**Examples:**

*The performers danced **with a lot of energy**. (adverb phrase of manner)*

*Place the bag **right there**. (adverb phrase of place)*

*My aunt is expected to come to Delhi **next month**. (adverb phrase of time)*

*Sandeep travels **every year** to his hometown. (adverb phrase of frequency)*

3. Underline the verb phrases and circle the adverb phrases in the sentences given below.
- (a) She was walking with great speed.
  - (b) You have been watching television all day.

- (c) I will talk to her tomorrow morning.
- (d) You should walk very carefully.
- (e) It is raining quite heavily.
- (f) The shopkeeper responded to him very rudely.
- (g) The naughty kids have been bursting crackers near the hospital.

4. Complete the sentences with appropriate phrases from the box. Also, mention the type of the phrases in the space provided.

more carefully	will go	younger brother
all the kids	very clearly	had repaired
the summer vacation	the broken car	should throw
in the dustbin		

- (a) Himanshu always plays with his \_\_\_\_\_.
- (b) The family \_\_\_\_\_ to Kanyakumari for \_\_\_\_\_.
- (c) Can you drive \_\_\_\_\_?
- (d) One \_\_\_\_\_ garbage \_\_\_\_\_.
- (e) \_\_\_\_\_ are sleeping peacefully.
- (f) The demands were stated \_\_\_\_\_.
- (g) The mechanic \_\_\_\_\_.

5. Fill in the blanks with appropriate phrases of your choice to complete the following sentences. Use the hints given in brackets.

- (a) I lost my \_\_\_\_\_. (*noun phrase*)
- (b) His sister \_\_\_\_\_ in the park. (*verb phrase*)
- (c) Anita brought \_\_\_\_\_ to the school today. (*noun phrase*)
- (d) We will complete the work \_\_\_\_\_. (*adverb phrase*)
- (e) His family consisted of \_\_\_\_\_. (*noun phrase*)
- (f) You should leave for the airport \_\_\_\_\_. (*adverb phrase*)
- (g) The girl \_\_\_\_\_ (*verb phrase*) the song \_\_\_\_\_  
\_\_\_\_\_. (*adverb phrase*)

### Recap

- **Phrases** are collections of words that form part of a sentence but do not make complete sense on their own.
- A **noun phrase** has a noun as its head word. It acts as a noun or pronoun in a sentence. For example, *the little girl wakes up early.*
- A **verb phrase** has a main verb as its head word. It acts as a single verb in a sentence. For example, *the children are playing in the park.*
- An **adverb phrase** has an adverb as its head word. It acts as an adverb in a sentence. For example, *the old man walks with a lot of energy.*



## Phrases 2

### Adjective and Prepositional



Look at the following sentences.

The students are *extremely attentive*.

The speech was *really interesting*.

This bangle is *very expensive*.



You have learned about phrases in the previous chapter. In the above sentences, the groups of words in red are phrases. The phrase *extremely attentive* tells us more about the noun phrase *the students*, the phrase *really interesting* tells us more about the noun phrase *the speech*, and the phrase *very expensive* tells us more about the noun phrase *this bangle*. They act as adjectives and describe the quality of *the students*, *the speech* and *this bangle*. The main word or head word in these phrases are the adjectives *attentive*, *interesting* and *expensive*, respectively. Such phrases are called **adjective phrases**.

An **adjective phrase** is a phrase whose head word is an adjective. It describes or tells us more about the noun or pronoun in a sentence.

An adjective phrase usually consists of an adverb and an adjective. It can also have more than one adjective.

**Examples:**

He looked *very upset*. (upset: adjective, very: adverb)



These tasks are *fairly simple*. (simple: adjective, fairly: adverb)

The burgers are *cheesy and delicious*. (cheesy, delicious: two adjectives)

1. Underline the adjective phrases in the following sentences. Circle the noun phrases they describe.
  - (a) The boy was very shy and nervous.
  - (b) Jai and Reema looked very enthusiastic after their exams got over.
  - (c) The tablecloth is far too big.
  - (d) Your handwriting is completely illegible.
  - (e) The incident was unbelievable but hilarious.
  - (f) The actress looked dazzlingly beautiful as she entered the hall.
  - (g) The residents are extremely unhappy about the frequent power cuts.

**Now, look at the following sentences.**

The tablet *on the table* has many apps.

It was difficult to drive *along the twisted path*.

The dark chocolates *in the rectangular box* are very tasty.



In the above sentences, the phrases *on the table*, *along the twisted path* and *in the rectangular box* have the prepositions *on*, *along* and *in* as the head words, followed by the noun phrases, *the table*, *the twisted path* and *the rectangular box*.

The phrases *on the table* and *in the rectangular box* modify the nouns *the tablet* and *the dark chocolates*. These phrases act as adjectives. *Along the twisted path* modifies the verb *drive* and thus acts as an adverb. Such phrases are called **prepositional phrases**.



A **prepositional phrase** always begins with a preposition. It is followed by a noun, a pronoun, a noun phrase or a gerund. It acts as an adjective when it modifies a noun and an adverb when it modifies a verb in a sentence.

**Examples:**

Sentences	Explanation
<i>The man <b>in the blue suit</b> is my uncle.</i>	The preposition <i>in</i> is followed by the noun phrase <i>the blue suit</i> . The prepositional phrase <b><i>in the blue suit</i></b> modifies <i>the man</i> and acts as an <b>adjective</b> .
<i>I will complete the project <b>in a few days</b>.</i>	The preposition <i>in</i> is followed by the noun phrase <i>a few days</i> . The prepositional phrase <b><i>in a few days</i></b> modifies the verb <i>complete</i> and acts as an <b>adverb</b> .
<i>Mr Nair has bought a bungalow <b>by the lake</b>.</i>	The preposition <i>by</i> is followed by the noun phrase <i>the lake</i> . The prepositional phrase <b><i>by the lake</i></b> modifies <i>a bungalow</i> and acts as an <b>adjective</b> .
<i>The coach praised the team <b>for playing well</b>.</i>	The preposition <i>for</i> is followed by the gerund <i>playing</i> . The prepositional phrase <b><i>for playing well</i></b> modifies the verb <i>praised</i> and acts as an <b>adverb</b> .

2. Underline the prepositional phrases in the following sentences. Also, indicate whether the prepositional phrase acts as an adjective or an adverb.

- (a) The sun rose over the mountain. \_\_\_\_\_
- (b) The shop at the corner sells flowers. \_\_\_\_\_
- (c) The letter was hidden under the newspaper. \_\_\_\_\_
- (d) They climbed up the hill very quickly. \_\_\_\_\_



- (e) My mother scolded me for breaking the vase. \_\_\_\_\_
- (f) The book with many colourful pictures is mine. \_\_\_\_\_
- (g) Mumbai is a city with a large population. \_\_\_\_\_
- (h) Turn left at the end of the corridor and you will find the reception. \_\_\_\_\_

3. Underline the adjective phrases and circle the prepositional phrases in the following sentences. There might be more than one phrases in some sentences.

- (a) My parents go out for a walk after dinner.
- (b) The weather is hostile and stormy.
- (c) The man was standing beside the postbox.
- (d) The crockery on the left shelf is very delicate.
- (e) My neighbour adopted a dog with thick white fur.
- (f) *The Incredibles* is a very funny and entertaining movie.
- (g) The buildings across the street are very beautiful.
- (h) The young cub was very scared. It ran towards its mother.



4. Complete the sentences with appropriate phrases from the box. Also, write *A* for adjective phrases and *P* for prepositional phrases in the space provided.

to a gift gallery	from his friend	from the platform
very interesting	at the auditorium	so impressed
at strangers	extremely talented	on the patient's wounds
over the hurdles	very important	rarely aggressive

- (a) The nurse applied antiseptic cream \_\_\_\_\_.
- (b) Everyone moved away \_\_\_\_\_ as the train arrived.

- (c) My pet dog is \_\_\_\_\_ . \_\_\_\_\_ It never barks \_\_\_\_\_  
\_\_\_\_\_ . \_\_\_\_\_
- (d) Sneha wants to go \_\_\_\_\_ \_\_\_\_\_ to buy a gift for her  
best friend.
- (e) Everyone was \_\_\_\_\_ \_\_\_\_\_ with her performance that  
they clapped for five minutes.
- (f) Akash's storybook is \_\_\_\_\_ . \_\_\_\_\_ He borrowed it  
\_\_\_\_\_ . \_\_\_\_\_
- (g) This athlete is \_\_\_\_\_ . \_\_\_\_\_ She can easily jump  
\_\_\_\_\_ . \_\_\_\_\_
- (h) The announcement is \_\_\_\_\_ . \_\_\_\_\_ All the students  
must assemble \_\_\_\_\_ . \_\_\_\_\_

5. Replace the italicised words in the following sentences with appropriate phrases from the box. Rewrite the sentences in the blanks provided. One is done for you.

made of silk	of great importance	in a brave manner
with blue eyes	Deeds of heroism	worthy of admiration
with experience	with great caution	made in Japan

(a) *Heroic* deeds are *admirable*.

Deeds of heroism are worthy of admiration.

(b) The soldiers fought *bravely*.

\_\_\_\_\_

(c) It was an *important* meeting.

---

(d) *Japanese* toys are very expensive.

---

(e) The *blue-eyed* boy entered the cinema hall.

---

(f) The police handled the matter *cautiously*.

---

(g) My uncle bought a *silk* kurta.

---

(h) Sunaina is an *experienced* actor.

---

### Recap

- An **adjective phrase** is a phrase whose head word is an adjective. It describes a noun or pronoun in a sentence. For example, *he looked very upset*.
- A **prepositional phrase** always begins with a preposition. It is followed by a noun, a pronoun, a noun phrase or a gerund. A prepositional phrase acts as an adjective when it modifies a noun and an adverb when it modifies a verb. For example, *the powerful king is sitting on the golden throne*.





Read the following sentences.

Aman *had lost* his keys.

Aman *has found* his keys.

Aman *will have reached* his office before the meeting begins.

The sentences above show three types of actions, respectively:

- an action completed in the past – of losing keys
- an action that has just been completed – of finding keys
- an action that will be completed in the future before a given time – of reaching office before the meeting begins

The verbs in these three sentences are said to be in the **Perfect tense**.

Perfect tenses are of the following types:

Present Perfect	Present Perfect Continuous
Past Perfect	Past Perfect Continuous
Future Perfect	Future Perfect Continuous

Let us look at the following sentences.

Suhani *has secured* the first position in her class.

They *have just finished* eating dinner.

The postman *has delivered* the letter.



In these sentences, all the three actions started in the past and have recently been completed. Such verbs are said to be in the **Present Perfect tense**.

The **Present Perfect tense** is used to talk about actions that began in the past and have been completed in the present.

The Present Perfect tense is also used to talk about:

- actions that started in the past but have an effect on the present
- actions completed in the recent past (expressed using 'just')
- actions completed before the expected time (expressed using 'already')
- actions in negative sentences and questions (expressed using 'yet')

It has the following structure:

**has/have + the past participle form of the verb**

For example,

*has + secured*

*have + finished*

*has + delivered*

**Examples:**

*My grandparents **have gone** on a pilgrimage.*

*The girls **have just had** their breakfast.*

*It's only 6 p.m. and dad **has already made** dinner.*

*They **have not seen** the mess **yet**.*

**Let us look at the following sentences.**

*Sumit **had gone** to bed before it was seven o'clock.*

*The mechanic **had repaired** the car when the owner arrived.*

*Aditya **had reached** the hall by the time the play started.*

Here, the actions, *going to bed*, *repairing the car* and *reaching the hall*, happened before the actions in the second halves of the sentences. We express such actions using the **Past Perfect tense**.

The **Past Perfect tense** is used to talk about actions that began in the past and were completed before another action that took place in a more recent past. Sometimes, the action in the more recent past is stated clearly; at other times, it is implied.

The Past Perfect tense has the following structure:

**had + the past participle form of the verb**

For example,

*had + gone to bed*

*had + repaired*

*had + reached*

**Examples:**

*I **had seen** the movie, but I watched it again tonight.*

*She **had left** when we arrived.*

*I **had** a cold that week, but I went on my vacation anyway.*

**Now, look at the following sentences.**

*My mother **will have made** dinner before I reach home.*

*Usha **will have submitted** the proposal by tomorrow afternoon.*

*They **will have spent** all their money by the time they come back home.*



Here, the actions of *making dinner*, *submitting the proposal* and *spending all their money* will be finished before or by a certain time in the future. Such actions are expressed using the **Future Perfect tense**.



The **Future Perfect tense** is used to talk about actions that will be completed by or before a certain time in the future.

The Future Perfect Tense is used to talk about:

- an action that will be completed before a certain time in the future
- a duration in the future

It has the following structure:

**will/shall + have + the past participle form of the verb**

For example,

*will + have + made*

*will + have + submitted*

*will + have + spent*

**Examples:**

*She **will have finished** her work before her cousin arrives.*

*By next month, I **will have completed** six months in the new school.*

*The train **will have left** by the time we reach.*

1. Identify the tense of the following sentences and write *Past Perfect*, *Present Perfect* or *Future Perfect* in the blanks provided.

(a) They have lived in Hyderabad for ten years. \_\_\_\_\_

(b) Poulomi had sent the email before the computer crashed. \_\_\_\_\_

(c) I will have taken a bath by the time you come back. \_\_\_\_\_

(d) I have just finished my homework. \_\_\_\_\_

(e) We had driven for six hours when we arrived in the city. \_\_\_\_\_

(f) You will have received the letter before you leave. \_\_\_\_\_

### Look at the following sentences.

The fire fighters *have been trying* to control the fire since morning.

The sailors *have been rowing* the boat for quite some time.

The dog *has been barking* for the last one hour.

The actions in these sentences started in the past but are continuing in the present. Such actions are expressed using the **Present Perfect Continuous tense**.

The **Present Perfect Continuous tense** is used to talk about an action that started at a particular time in the past and is continuing in the present.

The Present Perfect Continuous tense has the following structure:

**has/have been + verb + -ing**

For example,

*has been + try + -ing*

*have been + row + -ing*

*has been + bark + -ing*

### Examples:

Vrinda *has been practising* for her performance since morning.

*I have been reading* The Chronicles of Narnia for a week now.

We *have been trying* to solve this problem for the past ten minutes.

### Now, look at the following sentences.

Sachin and Roopam *had been singing* on the truck on their way home.

They *had been driving* the car for half a day before they ran out of petrol.



Vibha *had been playing* football for five years before she met with an accident.

Here, the actions had continued for some time in the past and ended in the past. Such sentences are said to be in the **Past Perfect Continuous tense**.

The **Past Perfect Continuous tense** is used to talk about an action that continued for some time in the past and ended at another point in the past.

Words like *when* and *before* are used along with the Past Perfect Continuous tense to show the end of the action that was continuing till that point of time.

The Past Perfect Continuous tense has the following structure:

**had been + verb + -ing**

For example,

*had been + sing + -ing*

*had been + drive + -ing*

*had been + play + -ing*

**Examples:**

*I had been watching* TV for two hours.

*Before I became a teacher, I had been working* as a librarian.

*The car had been running* at a very high speed when it collided with the tree.

**Now, look at the following sentences.**

*The baby will have been sleeping* for three hours by the time his father arrives.

*I shall have been playing* tennis for two years by the time the championship commences.

*They will have been waiting* for forty minutes at 5 o'clock.



In these sentences, the actions are still unfinished. They will go on till a point of time in the future. Such actions are expressed using the **Future Perfect Continuous tense**.

The **Future Perfect Continuous tense** is used to talk about unfinished actions or events that will go on till a point of time in the future.

The Future Perfect Continuous tense has the following structure:

**will/shall + have been + verb + -ing**

For example,

*will + have been + sleep + -ing*

*shall + have been + play + -ing*

*will + have been + wait + -ing*

**Examples:**

*I will have been studying for four hours straight by evening.*

*In December, I will have been swimming for five years.*

*By next month, Karan will have been learning English for eight months.*

*By this week, Nevi will have been playing the piano for six weeks.*

2. Identify the tense of the following sentences and write *Past Perfect Continuous*, *Present Perfect Continuous* or *Future Perfect Continuous* in the blanks provided.

(a) They have been running in the park for one hour. \_\_\_\_\_

(b) Richa has been cleaning her room for the last two hours. \_\_\_\_\_

(c) Gargi will have been teaching for almost thirty years when she retires next week. \_\_\_\_\_

(d) She had been working in Mumbai before taking up this job. \_\_\_\_\_

(e) I will have been walking for two hours by the time I finally reach home. \_\_\_\_\_

(f) The architect has been designing a new block. \_\_\_\_\_

3. Identify the tense of the following sentences and write it in the blanks provided.

(a) You have been reading this book since morning.

\_\_\_\_\_

(b) They had already heard the news before you told them.

\_\_\_\_\_

(c) By next Sunday, we will have been living in this house for a decade.

\_\_\_\_\_

(d) She had been playing the violin for five years before she started her own band.

\_\_\_\_\_

(e) We have been waiting here for over an hour now.

\_\_\_\_\_

(f) By the time we reach, the plane will have left.

\_\_\_\_\_

4. Rewrite the sentences given below as per the instructions provided in brackets. One is done for you.

(a) He finishes his homework before he goes out to play. (*change to Past Perfect tense*)

He had already finished his homework before he went out to play.

(b) Raj began the project work. (*change to Present Perfect tense*)

\_\_\_\_\_

(c) Simran will read the book by next week. (*change to Future Perfect tense*)

---

(d) We were playing badminton since morning. (*change to Present Perfect Continuous tense*)

---

(e) Abhishek will be sleeping for twelve hours. (*change to Future Perfect Continuous tense*)

---

(f) Dasmeet was listening to music when she heard a crash. (*change to Past Perfect Continuous tense*)

---

5. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) He has been live in Brazil since 2010.

He has been living in Brazil since 2010.

---

(b) We have waited for you since morning.

---

(c) She is playing tennis since she was nine years old.

---

(d) We has been look for the hotel for more than two hours.

---

(e) The radio is not playing for fifteen minutes. I think it is broken.

---

(f) It have been raining a lot this year.

---



## Recap

Perfect Tense	Structure	Examples
Present Perfect tense	has/have + the past participle form of the verb	<i>The postman <b>has delivered</b> the letter.</i>
Past Perfect tense	had + the past participle form of the verb	<i>Sumit <b>had gone</b> to bed before it was seven o'clock.</i>
Future Perfect tense	will/shall + have + the past participle form of the verb	<i>My mother <b>will have made</b> dinner before I reach home.</i>
Past Perfect Continuous tense	had been + verb + -ing	<i>Before I became a teacher, I <b>had been working</b> as a librarian.</i>
Present Perfect Continuous tense	has/have been + verb + -ing	<i>The sailors <b>have been rowing</b> the boat for quite some time.</i>
Future Perfect Continuous tense	will/shall + have been + verb + -ing	<i>The baby <b>will have been sleeping</b> for three hours by the time his father arrives.</i>

# Independent and Dependent Clauses



Look at the following sentences.

*I always feel nervous during exams.*

*The students played football in the playground.*

*Manisha took a bus while returning home.*

You have learned about phrases in the previous chapters. Phrases do not contain a subject and a verb. Unlike phrases, the words in red in each of the sentences above contain a subject (*I, the students, Manisha*) and a verb (*feel, played, took*).

A phrase cannot be a sentence. However, the words in red either form a complete sentence in themselves or a part of a larger sentence. Such groups of words are called **clauses**.

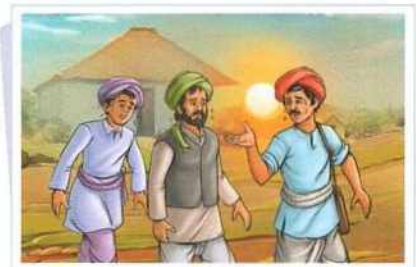
A **clause** is a group of words that consists of a subject and a verb. It forms a complete sentence in itself or is a part of a larger sentence.

**Examples:**

*The villagers go to the fields early in the morning.*

*Bhushan always carries an umbrella along with a water bottle.*

*Although late by an hour, she could still catch the train.*





1. State whether the underlined groups of words are phrases or clauses.  
Write *P* for phrases and *C* for clauses.

- (a) Of the two boys, Neeraj is more intelligent. \_\_\_\_\_
- (b) There might be a shortage of food during winter. \_\_\_\_\_
- (c) The girl in the red shirt is my sister. \_\_\_\_\_
- (d) After an impressive start, India scored a total of two hundred runs. \_\_\_\_\_
- (e) Vinay's dad is moving to New Delhi for his new job. \_\_\_\_\_
- (f) Though he played well, he could not score a goal. \_\_\_\_\_
- (g) The teacher explained the difference between ignorance and experience. \_\_\_\_\_

A clause can be divided into two types:

- independent or main clause
- dependent or subordinate clause

**Read the following sentences.**

*Dhruv cannot come to school today because he is unwell.*

*Give me a call when you reach home.*

*If you do not hurry, you will miss the bus.*



The clauses in red express a complete thought. They can stand alone as complete sentences. Such clauses are called **independent clauses**.

An **independent** or **main clause** expresses a complete thought and can stand alone as an independent sentence.



The clauses in green do not express a complete thought by themselves. They cannot stand alone. They depend on the clauses in red to form a complete sentence. Such clauses are called **dependent clauses**.

A **dependent** or **subordinate clause** does not express a complete thought. It contains a verb and an object but cannot stand alone as an independent sentence. It appears with an independent clause to make complete sense.

**Let us look at a few more examples of these two clauses.**

*Neetu revised her lessons* before she went to bed.

I will help him even if he does not help me.

Harshita is very active because she exercises every day.

Although it was raining, we decided to go out.

We cancelled the picnic as it was raining all day.

**Now, let us learn to find a dependent clause in a sentence.**

Dependent clauses always start with a conjunction. The conjunction shows the relationship between an independent clause and a dependent clause. In the examples given above, the conjunctions *before*, *even if*, *because*, *although* and *as* join the two clauses.

The following conjunctions can also be used before dependent clauses.

if	for	since
after	while	so that
though	until	while

2. Identify the type of underlined clauses. Write *D* for dependent clauses and *I* for independent clauses.

(a) As the teacher was not there, I could not speak to her. \_\_\_\_\_

- (b) He completed his homework before he ate his dinner. \_\_\_\_\_
- (c) Please wait here until I come back. \_\_\_\_\_
- (d) You will not pass the exam if you do not work hard. \_\_\_\_\_
- (e) I need a new computer. \_\_\_\_\_
- (f) Suraj will buy a new phone only if the shopkeeper offers a discount. \_\_\_\_\_
- (g) Whenever I visit my grandmother, I make sure to bring mangoes from her farm. \_\_\_\_\_
- (h) Isha was watching television because her favourite show was being telecast. \_\_\_\_\_

3. Identify the dependent and independent clauses in each of the following sentences. Also identify the conjunction in each dependent clause. One is done for you.

- (a) I was not able to play since I was down with fever.  
*independent clause – I was not able to play; dependent clause – since I was down with fever; conjunction – since*
- (b) We stayed home until it stopped raining.
- (c) Unless we have five players, we will not be able to play this game.
- (d) I will take my medicines after I finish eating my dinner.
- (e) I finished my homework quickly so that I could watch the match on TV.
- (f) We did not win the quiz even though our performance was good.
- (g) Before Rajesh went to the supermarket, he made a list of the things he wanted to buy.

4. Match the independent clauses to their respective dependent clauses to make complete sentences.

Independent Clause
Neena could not see properly
The workshop was cancelled
You need to submit the project
I do not know
None of the students passed
I will be very disappointed
I was doing my homework







Dependent Clause
as it started raining heavily.
as the lights were very dim.
because the test was so difficult.
when the bell rang.
if the team does not win the championship.
before you go home.
why she did not want to come with us.

5. Add suitable independent or dependent clauses to the clauses given below to make sentences.

- (a) \_\_\_\_\_ when we moved to the city.
- (b) I will not attend your birthday party \_\_\_\_\_.
- (c) \_\_\_\_\_ as I could not hear her.
- (d) We will go to the museum this Sunday \_\_\_\_\_.
- (e) \_\_\_\_\_ if I go to Pondicherry.
- (f) I lost my bag \_\_\_\_\_.
- (g) Sweta carried her umbrella \_\_\_\_\_.



6. Look at the pictures given below. Write an instruction on each of the pictures using one dependent and one independent clause. One is done for you.

(a)	<i>Do not throw garbage in the river as it leads to water pollution.</i>	
(b)		
(c)		
(d)		
(e)		
(f)		

## Recap

- A **clause** is a group of words that consists of a subject and a verb. For example, *I felt nervous* while climbing the tall tree.
- An **independent clause** expresses a complete thought and can stand alone as an independent sentence.
- A **dependent clause** does not express a complete thought. It cannot stand alone. It appears with an independent clause to make complete sense.

In the sentence,

*Dhruv cannot come to school today because he is unwell.*

**Independent clause:** *Dhruv cannot come to school today*

**Dependent clause:** *because he is unwell*

- Dependent clauses always start with conjunctions such as *because, although, as*.



Look at the following sentences.

*If we all plant a tree each, our earth will look so green.*

*If I had superpowers, I would help the needy.*

*If they go to the zoo, I will also accompany them.*



You have learned about clauses previously. In the sentences above, the clauses in red are dependent clauses, whereas the clauses in green are independent clauses.

Moreover, the clauses in red begin with *if*. They express conditions. The clauses in green express the possible results of these conditions. The clauses in red are **if-clauses** whereas the clauses in green are **main clauses**. Sentences like these are called **conditional sentences**.

**Conditional sentences** or **conditionals** are sentences that use *if* to state a condition. The **if-clause** in a conditional sentence expresses a condition and the main clause expresses its result.

**Examples:**

*If it rains, we will not go out.*

*If we visit the Marina beach, I may go for a dive in the sea.*

*If you had told me earlier, I would have invited him too.*





## Look at the following sentences.

*If he eats ice cream, he catches a cold.*

*If you keep ice cream outside, it melts.*

In the first sentence, the **if-clause** is used to express a real situation and the **main clause** states its real result. The second sentence expresses a general truth. Such sentences are called **zero conditionals**.

**Zero conditionals** are sentences where the **if-clause** states a real condition and the main clause states its real result or a general truth.

### Examples:

*If you heat water, it boils.*

*If Sunaina sleeps late, she gets a headache.*

*If it rains, the school remains closed.*

The structure of a zero conditional is:

**if ... + verb in the Simple Present tense, ... verb in the Simple Present tense**

In the above examples, the structure is:

*If you + heat + water, it + boils*

*If Sunaina + sleeps + late, she + gets + a headache*

*If it + rains, the school + remains + closed*

1. Match the if-clauses with the correct main clauses in the following zero conditionals.

If-clause	Main Clause
If it is the largest animal on the earth,	the gardener becomes really angry.
If someone plucks flowers,	it tastes really nice.
If my mother cooks <i>dal</i> ,	it is a blue whale.

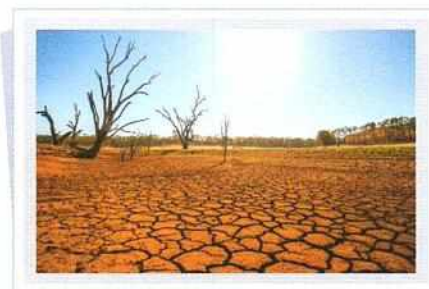
If-clause	Main Clause
If you mix red and white,	they grow quickly.
If Seema paints by herself,	you get pink.
If you manure the plants,	she spoils her clothes.

**Now, look at the following sentences.**

*If it does not rain this time, there will be a drought in the state.*

*If Ayush does not keep well, he will have to visit a doctor.*

*If I get selected for the next round, I will work harder to win the competition.*



Here, the **if-clause** is used to talk about a situation and the main clause states the future result of it. Such sentences are called **first conditionals**.

**First conditionals** are sentences where the **if-clause** states a possible future situation and the main clause, its probable result.

**Examples:**

*If I go to the market, I will buy some bread.*

*If the weather is good, we will play football.*

*If the car does not arrive on time, we will be late for the meeting.*

The structure of a first conditional is:

**if ... + verb in the Simple Present tense, ... + verb in the Simple Future tense**

In the examples above, the structure is:

*If I + go + to the market, I + will + buy + some bread*

*If the weather + is + good, we + will + play + football*

*If the car+ does not arrive + on time, we + will + be + late for the meeting*

2. Complete the following conditionals with appropriate clauses.

- (a) If Sumit breaks the rules, \_\_\_\_\_.
- (b) \_\_\_\_\_, you will become a good player.
- (c) If I find time, \_\_\_\_\_.
- (d) \_\_\_\_\_, you will succeed.
- (e) If Rishi is free tomorrow, \_\_\_\_\_.
- (f) \_\_\_\_\_, the teacher will scold us.

**Let us look at the following sentences.**

*If the company gave discounts, it would earn a lot more.*

*If I had magical powers, I would create a candyland.*

*If I were you, I would let the electrician take care of the fuse.*



Here, the **if-clause** is used to talk about a situation that is unreal and the **main clause** states its possible result. Such sentences are called **second conditionals**.

**Second conditionals** are sentences where the **if-clause** is used to state an unreal situation and the main clause states its possible result.

**Examples:**

*If he had money, he would buy a car for himself.*

*If she left early, she would catch the train on time.*

*If you studied properly, you would get better grades.*

The structure of a second conditional is:

**if ... + verb in the Simple Past tense, ... would + verb in the Simple Present tense**



In the given examples, the structure is:

*If he + had + money, he + would + buy + a car for himself*

*If she + left + early, she + would + catch + the train on time*

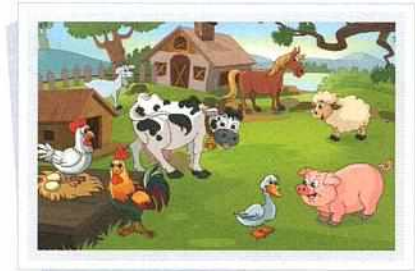
*If you + studied + properly, you + would + get + better grades*

**Now, let us read the following sentences.**

*If Vidhi had gone to my grandparents' home, she would have seen so many farm animals.*

*If I had not overslept, I would have gone for a morning walk.*

*If they had warned us, we would never have gone that way.*



Here, the **if-clause** is used to talk about an unreal past condition and the **main clause** states its possible past result. The situation in the if-clause cannot happen in the present and its result cannot take place. Such sentences are called **third conditionals**.

**Third conditionals** are sentences where the **if-clause** states an unreal past situation and the main clause states its possible past result, which cannot happen in the present.

**Examples:**

*If I had not missed the flight, I would have been home by now.*

*If you had locked the door, the thieves would not have entered the house.*

*If Neeta had left earlier, she would have reached her office on time.*

The structure of a second conditional is:

**if ... + verb in the Past Perfect tense, ... would have + the Past Participle form of verb**

In the above examples, the structure is:

*If I + had not missed + the flight, I + would have + been + home by now*

If you + had locked + the door, the thieves + would not have + entered + the house

If Neeta + had left + earlier, she + would have + reached + the office on time

3. Identify the type of conditional. Write *Z* for zero conditional, *F* for first conditional, *S* for second conditional and *T* for third conditional.
- (a) If I had time and money, I would travel around the world. \_\_\_\_\_
  - (b) If you send the email now, she will read it tomorrow. \_\_\_\_\_
  - (c) If I had been home, I would have asked my mother to make *kheer* for me. \_\_\_\_\_
  - (d) If I scratch my cat, she purrs. \_\_\_\_\_
  - (e) If Rajeev spoke with the manager, he would get a clearer idea. \_\_\_\_\_
  - (f) If he had a life jacket, he would not have drowned in the river. \_\_\_\_\_
4. Fill in the blanks with appropriate clauses.
- (a) \_\_\_\_\_, she will call you.
  - (b) If he practised every day, \_\_\_\_\_.
  - (c) If Tanya had seen the scenery, \_\_\_\_\_.
  - (d) If I am free in the evening, \_\_\_\_\_.
  - (e) I would have walked home, \_\_\_\_\_.
  - (f) If Sneha had wings, \_\_\_\_\_.
5. Identify the errors and rewrite the sentences correctly. One is done for you.
- (a) If I wear a raincoat, I would not have got wet in the rain.  
If I wear a raincoat, I will not get wet in the rain.

(b) If she had slept earlier, she will have woken up on time.

---

(c) If you face any difficulty, I would help you.

---

(d) If I will reach first, I will call you.

---

(e) If Ayushi had participated, she wins the competition.

---

(f) If we cancel the picnic now, we would have gone to watch a movie.

---

## Recap

- **Conditional sentences** or **conditionals** are sentences that use *if* to state a condition and its probable result. For example, *if it is hot, we will not go out*.
- Conditional sentences have two clauses: the **if-clause** and the **main clause**. The if-clause expresses a condition and the main clause states its result. For example, in the sentence *if we visit the Marina beach, I may go for a dive in the sea*.

**if-clause:** *If we visit the Marina beach,*

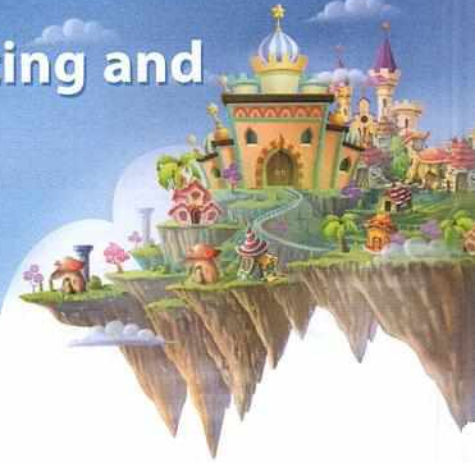
**main clause:** *I may go for a dive in the sea*

- There are four types of conditionals:
  - zero conditional: *If you heat water, it boils.*
  - first conditional: *If I go to the market, I will buy some bread.*
  - second conditional: *If he had money, he would buy a car for himself.*
  - third conditional: *If I had not missed the flight, I would have been home by now.*



# Conjunctions

## Coordinating, Subordinating and Correlative



### Read the following sentences.

*Preeti was late for the class as she missed her bus.*

*I saw Amitabh Bachchan and Aamir Khan on the sets of the movie.*

*Bella had two sketch pens but none of them were working.*

You have learned about various conjunctions in the previous grades. In the sentences above, *as*, *and* and *but* are conjunctions. Conjunctions are words that join words, phrases or clauses to form a meaningful sentence.

Some of the common conjunctions are:

and	before	as	or
but	because	while	since
so	when	yet	though

1. Fill in the blanks with appropriate conjunctions from the table given above.

- I was taking a walk in the evening \_\_\_\_\_ I saw Divya coming back from office.
- We have two *neem* trees \_\_\_\_\_ four banana plants in our garden.
- \_\_\_\_\_ it was snowing so heavily, all the roads were blocked.
- Manish forgot his keys at home, \_\_\_\_\_ he had to come all the way back.
- The burglar ran away with the money \_\_\_\_\_ the alarm rang.



### Look at the following sentences.

Most of the cats are active, *but* the black cat is very lazy.

I tried to solve the problem many times, *yet* I could not find the solution.

Abhishek switched off the lights *and* left the room.

In these sentences, *but*, *yet* and *and* join two independent clauses or phrases. Such conjunctions are called **coordinating conjunctions**.

**Coordinating conjunctions** join two words or phrases of equal importance. They also join two independent clauses.

### Look at the following table for various coordinating conjunctions, their functions and examples.

Coordinating conjunction	Function	Example
and	addition	Rohit spoke in Bengali <i>and</i> Vinay spoke in Marathi.
but	contrast	Sara could not see Ben, <i>but</i> she could hear him.
or	alternative	Tell the truth <i>or</i> you will be punished.
nor	negative addition	Megha did not do her homework <i>nor</i> did she read the textbook.
so	result or consequence	Rishi went home early, <i>so</i> he could get some sleep.
yet	contrast	She worked hard, <i>yet</i> she could not pass the examination.
for	reason	Arav thinks he will do well in the exams <i>for</i> he has worked very hard this year.



2. Fill in the blanks by choosing the appropriate coordinating conjunctions from the box.

and      but      for      or      nor      so      yet

- (a) It was raining, \_\_\_\_\_ the game got cancelled.
- (b) Mary's birthday is in May \_\_\_\_\_ mine is in November.
- (c) I asked Seema if I could borrow her book, \_\_\_\_\_ she did not lend it to me.
- (d) The teacher explained the topics twice, \_\_\_\_\_ we could not understand them.
- (e) Do you like french fries \_\_\_\_\_ potato wedges?
- (f) Sara did not do her homework \_\_\_\_\_ did she read the textbook.
- (g) Rimi could not sleep well last night \_\_\_\_\_ she had to catch an early morning flight today.

**Now, look at the following sentences.**

*We moved to a new house **because** it was closer to my father's office.*

***While** we were asleep, the thief entered the building.*

***Even though** it was freezing outside, we did not feel cold.*

Here, *because*, *while* and *even though* join a dependent clause and an independent clause. Such conjunctions are called **subordinating conjunctions**.

Conjunctions that join dependent clauses and independent clauses are called **subordinating conjunctions**.



Look at the following table for various subordinating conjunctions, their functions and examples.

Subordinating conjunction	Function	Example
after, before, when, while, since, as soon as	time	<i>Before</i> you leave the classroom, please switch off the lights.
so, so that, in order that	purpose	I left my room unlocked <i>so that</i> you could enter easily.
because, since, as, for	reason	<i>Since</i> you did not submit your project on time, you will not get a good grade.
even though, although, yet	contrast	<i>Although</i> Sam is naughty, he is a good student.
unless, provided that, if	condition	<i>Unless</i> you furnish your admit card, you will not be allowed to sit for the exam.

3. Choose the appropriate subordinating conjunctions from the box below to complete the sentences.

although    while    after    unless    so that    until    because

- (a) \_\_\_\_\_ Rehman is only ten years old, he can play the guitar very well.
- (b) \_\_\_\_\_ returning from school, we went to the basketball court.
- (c) We stayed home \_\_\_\_\_ it stopped raining
- (d) The players were sad \_\_\_\_\_ the team lost the match.
- (e) I fell asleep \_\_\_\_\_ doing my homework.

- (f) Ravi climbed up the tree \_\_\_\_\_ he could see the match properly.
- (g) You can keep my book with you \_\_\_\_\_ you lose it.

**Now, read the following sentences.**

*Both Prashanth and Jeet are football players.*

*We can either play football or watch a movie.*

*Delhi is not only famous for its historical monuments but also for its food.*



Here, the word pairs *both ... and*, *either ... or* and *not only ... but also* join one independent clause with another. Such word pairs are called **correlative conjunctions**.

**Correlative conjunctions** are paired conjunctions that are always used together. *Either ... or*, *neither ... nor*, *not only ... but also*, *both ... and*, *whether ... or* are some of the **correlative conjunctions** that combine two independent clauses into one..

**Look at the following table for various correlative conjunctions, their functions and examples.**

Correlative conjunction	Function	Example
either ... or	alternative	<i>You can either take a train or a bus to reach the movie theatre.</i>
neither ... nor	negative addition	<i>Neha informed neither her sister nor her parents about the report card.</i>
not only ... but also	addition	<i>Sayani not only cleaned her bedroom but also decorated it.</i>
both ... and	addition	<i>Meera packed both sunglasses and sunscreen for the trip.</i>



4. Choose the appropriate correlative conjunctions from the box below to complete the sentences.

whether ... or                  neither ... nor                  not only ... but also  
either ... or                  both ... and

- (a) We will go to \_\_\_\_\_ Ooty \_\_\_\_\_ Pondicherry for our holiday.
- (b) \_\_\_\_\_ football \_\_\_\_\_ cricket are popular among the youth.
- (c) \_\_\_\_\_ is he a cloth merchant \_\_\_\_\_ a designer.
- (d) I do not know \_\_\_\_\_ I should go to the playground \_\_\_\_\_ stay back.
- (e) The biscuits are \_\_\_\_\_ tasty \_\_\_\_\_ healthy.
- (f) \_\_\_\_\_ did they pass the test in their first attempt \_\_\_\_\_ scored good marks.
- (g) Durga cannot decide \_\_\_\_\_ she should take a bus \_\_\_\_\_ a train.
5. Underline the conjunctions in the sentences given below. Write if it is a coordinating conjunction, a subordinating conjunction or a correlative conjunction.
- (a) You can either go with your friends or with your parents. \_\_\_\_\_
- (b) After waiting for an hour in the queue, I finally got the tickets. \_\_\_\_\_
- (c) Since you could not come, I went to the fair alone. \_\_\_\_\_
- (d) Both Harry and Kavita are excellent tennis players. \_\_\_\_\_
- (e) We went to the class but no one was present. \_\_\_\_\_
- (f) John was very tired yet he agreed to help us carry the heavy boxes.  
\_\_\_\_\_



(g) He is saving money now so that he can buy a bicycle by the end of the year. \_\_\_\_\_

6. Join each pair of sentences using an appropriate conjunction. One is done for you.

(a) Get ready. You will be late for the dance class.

Get ready or you will be late for the dance class.

(b) I do not like to drink juice. I like to drink milk.

\_\_\_\_\_  
\_\_\_\_\_



(c) It is very tiring to walk after school. I have decided to take a bus.



\_\_\_\_\_

(d) The students stopped making noises. The teacher entered the classroom.

\_\_\_\_\_

(e) You should not write on the walls of historical monuments. You should not spit inside the compound.

\_\_\_\_\_

(f) Ramesh had to pay a fine. He did not deposit the fee on time.

\_\_\_\_\_

(g) Sudha called her friend a number of times. There was no response.

\_\_\_\_\_

7. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) Karan is very intelligent and he is not confident.

Karan is very intelligent but he is not confident.

(b) We should stay back home unless it is so cold outside.

---

(c) She began to cry so that she lost her pet.

---

(d) Than the guests left, I did all the cleaning.

---

(e) I do not like radishes, until I like carrots

---

(f) We should reach the railway station although the train arrives.

---

(g) Before Annu is naughty, she is a good student.

---

## Recap

- **Coordinating conjunctions** join two words or phrases of equal importance. They also join two independent clauses. For example, *Rohit spoke in Bengali and Vinay spoke in Marathi.*
- **Subordinating conjunctions** join dependent clauses and independent clauses. For example, *since the roads are flooded, the school is closed.*
- **Correlative conjunctions** are paired conjunctions that are always used together and combine two independent clauses into one. For example, *not only did I prepare the breakfast but also packed the lunch.*

# Sentences

## Simple, Complex and Compound



**Look at the following sentences.**

*The newspaper is on the table.*

*My best friend went to Kolkata recently.*

*She recognised his voice at once.*



You have learned about dependent and independent clauses previously. Each of the sentences above has only one independent clause consisting of a subject and its predicate. They do not require any other clause to express a complete thought. In other words, they can stand on their own. Such sentences are called **simple sentences**.

A **simple sentence** has only one clause – an independent clause. It does not require any other clause to express a complete thought.

**Examples:**

*Kiran lost his keys.*

*They go for a walk every morning.*

*Priya is studying English.*

*Rajesh has gone to the library to return the books.*





1. Identify the subject and predicate in the simple sentences given below.

- (a) We are working hard for this project.
- (b) Tanya is a good swimmer.
- (c) Mashruf dreamt of a magical land.
- (d) Ismael ran very fast in the race.
- (e) We are happy with the results.
- (f) The postman is picking up the letters for delivery.
- (g) My grandparents are having their evening tea.



**Now, let us look at the following sentences.**

*Whenever we perform together, we win the inter-school competition.*

*Sammya returned the laptop after he noticed that it was damaged.*

*Mr Malhotra could not attend the conference because he missed his flight.*

Each of these sentences has an independent clause and a dependent clause. They are joined by the subordinating conjunctions *whenever*, *after* and *because*. Such sentences are called **complex sentences**.

A **complex sentence** has one independent clause along with one or more dependent clauses. These dependent clauses usually begin with a subordinating conjunction such as *as*, *because*, *if*, *although*, *since*, *until*, *when*, *after*, *before* and *whenever*.

**Examples:**

*I will call you when I reach home.*

*Since the boys had to complete their homework, they could not go to the movie.*

*Anahita could not leave for the party until it stopped raining.*

2. Identify the independent and dependent clauses along with the subordinating conjunctions in each of the complex sentences given below. One is done for you.

(a) Hari will not do anything today unless he finishes reading his comic book.

independent clause – Hari will not do anything today;  
subordinating conjunction – unless; dependent clause – unless he finishes reading his comic book

(b) Pooja will not go to school because she is unwell.

(c) Abhay ran fast as soon as he saw the train leaving.

(d) Though Sunil was not prepared, he took the test.

(e) If you want to win the match, you need to score more goals.

(f) Reshma can paint really well although she has no formal training in it.

(g) Rohit went to school early so that he can complete his assignment before the first class.

### Let us look at the following sentences.

*Our new art teacher is really nice and we enjoy her classes.*

*I wanted to have a burger, but Bharat wanted a pizza.*

*My mother had to go to Delhi, so I stayed at my friend's place.*



In these sentences, two independent clauses are connected by the coordinating conjunctions *and*, *but* and *so*. Such sentences are called **compound sentences**.

A **compound sentence** is a sentence that comprises two or more independent clauses, or simple sentences. Compound sentences can be formed by joining two simple sentences with a coordinating conjunction such as *and*, *but*, *for*, *nor*, *or*, *so* and *yet*.



### Examples:

*The director wrote the script and the actors performed the play.*

*I really want to go to the party for it is my best friend's birthday.*

*It was very hot outside, so we could not go to the zoo.*

3. Identify the independent clauses and the coordinating conjunctions in each of the compound sentences given below. One is done for you.

- (a) Bakul sang beautifully, yet she did not win the contest.

independent clause 1 – Bakul sang beautifully; coordinating conjunction – yet; independent clause 2 – she did not win the contest

- (b) Irina ran fast, but she could not catch the train.

- (c) I made paper boats for my little sister and she set them afloat in the puddle.

- (d) Natasha completed her assignment, so she went to play in the evening.

- (e) I do not agree with you, but let us give it a try!

- (f) We did not play well, so we lost the match.

4. Identify the type of each sentence and tick the correct option.

(a) Jiya made the cookies and Harry baked the cake.	<input type="checkbox"/> Simple	<input type="checkbox"/> Complex	<input type="checkbox"/> Compound
(b) I looked for Ravi and Tom in the school playground, but they had already left for home.	<input type="checkbox"/> Simple	<input type="checkbox"/> Complex	<input type="checkbox"/> Compound
(c) Although I was afraid, I carefully climbed the stairs.	<input type="checkbox"/> Simple	<input type="checkbox"/> Complex	<input type="checkbox"/> Compound



(d)	Preeti borrowed some books from the library.	<input type="checkbox"/> Simple	<input type="checkbox"/> Complex	<input type="checkbox"/> Compound
(e)	Navya put on her raincoat because it was raining.	<input type="checkbox"/> Simple	<input type="checkbox"/> Complex	<input type="checkbox"/> Compound
(f)	He returned the video game after he noticed it was broken.	<input type="checkbox"/> Simple	<input type="checkbox"/> Complex	<input type="checkbox"/> Compound

5. Add suitable dependent or independent clauses to create complex sentences.

- (a) I did not see Ravi today \_\_\_\_\_.
- (b) I get a stomach ache \_\_\_\_\_.
- (c) Although he had a lot of work to do, \_\_\_\_\_.
- (d) I had my breakfast \_\_\_\_\_.
- (e) \_\_\_\_\_, she was still very unhappy.
- (f) Seema promised to come to the party \_\_\_\_\_.
- (g) Although there were so many policemen, \_\_\_\_\_.

6. Read the sentences given below. Change them to compound sentences using appropriate coordinating conjunctions.

- (a) Rob wanted to enjoy some rides. Rob went to the carnival.  
\_\_\_\_\_
- (b) There was no ice cream in the fridge. The family had no money to buy it.  
\_\_\_\_\_
- (c) They wanted to go to India. They wanted to see the Taj Mahal.  
\_\_\_\_\_
- (d) I am on a diet. I want to have junk food.  
\_\_\_\_\_
- (e) I like apples. My brother loves mangoes.  
\_\_\_\_\_

(f) I have always respected my grandparents. They have always loved me.

---

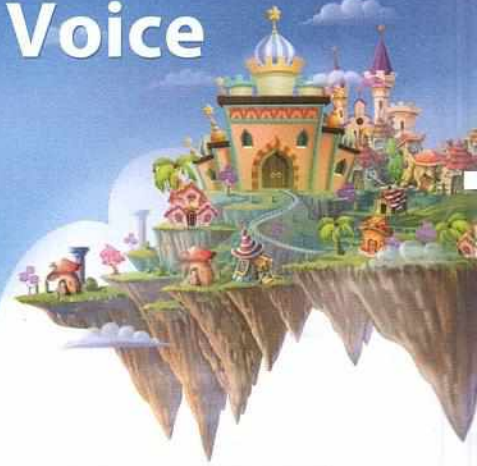
(g) The lion ran after the deer. The deer was swift enough to escape.

---

## Recap

- A **simple sentence** has a only one clause – an independent clause. For example, *Kiran lost his keys.*
- A **complex sentence** has one independent clause along with one or more dependent clauses, joined by a subordinating conjunction. For example, *I will call you when I get home.*
- A **compound sentence** comprises two or more independent clauses or simple sentences, joined by a coordinating conjunction. For example, *Mohit composed the music and Rohit sang the song on stage.*

# 14 Active and Passive Voice



Let us compare the following sentences.

*The children are practising a song.*

*A song is being practised by the children.*



In the first sentence, the focus is on the subject, *the children*, who are practising *a song*. The object, *a song*, is being acted upon. In the second sentence, the focus shifts to the new subject, *a song*, which is receiving the action of *being practised*. *The children* becomes the new object. The first sentence is in the **active voice**, whereas the second sentence is in the **passive voice**.

In a sentence in the **active voice**, the subject is the doer of the action, whereas in a sentence in the **passive voice**, the subject is the receiver of the action.

**Examples:**

Active Voice	Passive Voice
<i>He opens the door.</i>	<i>The door is opened by him.</i>
<i>We set the table.</i>	<i>The table is set by us.</i>
<i>She pays a lot of money.</i>	<i>A lot of money is paid by her.</i>





You have learned about transitive and intransitive verbs previously. Only the sentences with transitive verbs have both active and passive forms. Intransitive verbs do not have objects and thus, sentences with intransitive verbs do not have passive forms.

**Examples:**

*Henna is reading a book.*

*A book is being read by Henna.*

*Arjun left.* (No passive form)

1. Look at the sentences given below. Write *A* beside the ones in the active voice and *P* beside the ones in the passive voice.

(a) My mother woke me up last night. \_\_\_\_\_

(b) The Annual Sports Day is organised by the students every year.  
\_\_\_\_\_

(c) Disha made a sandwich. \_\_\_\_\_

(d) A wonderful speech was given by the Principal of our school.  
\_\_\_\_\_

(e) Bakul speaks French really well. \_\_\_\_\_

(f) The students revised their lesson three times. \_\_\_\_\_

(g) The inter-school debate competition was won by my school. \_\_\_\_\_

**Let us look at the steps to be followed while changing the voice from active to passive.**

- Identify the subject, the verb and the object of the sentence.

The mechanic replaced the rear-view mirror.

↓  
subject

↓  
verb

↓  
object

- Change the object of the sentence in active voice to the subject of the sentence in passive voice. The subject in sentence in active voice becomes the object in the sentence in passive voice.

*The rear-view mirror was replaced by the mechanic.*

↓  
subject

↓  
object

- The verb of the sentence in active voice is changed to its past participle form in the passive voice. A suitable form of the 'be' verb is also added before it, according to the tense of the verb in the active voice. The past participle form of a verb ends with **-d, -t, -ed, or -en**.

*The rear-view mirror was replaced by the mechanic.*

↓  
was + past participle form of the verb

- Lastly, the word *by* is added before the doer of the action in the passive voice.

*The rear-view mirror was replaced by the mechanic.*

- Sometimes, the subject or the doer in the active voice can be omitted in the passive voice.

**Examples:**

*A cricket pitch is measured in yards.* (the doer is not required)

*Her purse was stolen.* (the doer is uncertain)

2. Change the following sentences from active voice to passive voice.

(a) My father gave me a book.

---

(b) The students put up a wonderful dance performance.

---

(c) The police chased the burglar.

---

(d) The hunter killed the deer.

---

(e) Kavita bought a beautiful painting.

---

(f) The bird ate a juicy mango.

---

3. Complete the sentences in the passive voice. One is done for you.

(a) Rasika wrote the letter.

The letter was written by Rasika.

(b) Mahesh bought a blue jacket.

A blue jacket \_\_\_\_\_ Mahesh.

(c) Neena offered her friends some snacks.

Some snacks \_\_\_\_\_ to her friends.

(d) A genie helped Aladdin.

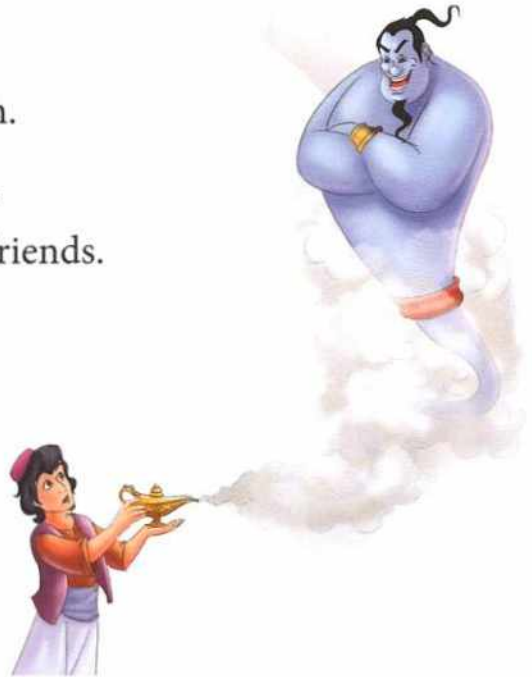
Aladdin \_\_\_\_\_ a genie.

(e) Our team won the match.

The match \_\_\_\_\_.

(f) Both of them understand English.

\_\_\_\_\_ by both of them.



4. Change these sentences from passive voice to active voice. One is done for you.

(a) The fish was eaten by the naughty cat.

The naughty cat ate the fish.

(b) The computer was invented by Charles Babbage.

---



(c) Ravi was scolded by the science teacher.

---

(d) The fight was started by him.

---

(e) The railway track was blocked by the herd.

---

(f) Most of our subjects are taught by Miss Vanita.

---

5. Write meaningful sentences in the passive voice using the jumbled words given below. One is done for you.

(a) results / announce / the school / next week

The results will be announced by the school next week.

(b) brilliant plays / write / William Shakespeare

---

(c) the poster / design / John

---

(d) the medical camp / conduct / the local hospital

---

(e) the letter / mail / yesterday / Sneha

---

(f) pen / give / me / him

---

6. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) We are taught grammar Miss Sinha.

We are taught grammar by Miss Sinha.

(b) She was praise by the teacher.

---

(c) The building damaged by fire.

---

(d) You will be give a ticket by the staff.

---

(e) The chief guest was welcome by the students.

---

(f) The town destroyed the earthquake.

---

## Recap

- In a sentence in the **active voice**, the subject is the doer of the action. For example, *the children are practising a song*.
- In a sentence in the **passive voice**, the subject is the receiver of the action. For example, *a song is being practised by the children*.
- Sentences with transitive verbs have both active and passive forms. Intransitive verbs do not have objects and thus, no passive forms.
- When we change the voice of a sentence from active to passive
  - The subject and the object are interchanged.
  - The verb is changed to its past participle form. A suitable form of the 'be' verb is also added before it.
  - The word *by* is added before the doer of the action in the passive voice.
  - Sometimes, the subject or doer in the active voice can be omitted in the passive voice.

# Direct and Indirect Speech



**Look at the following sentences.**

*Rifka said, 'I drink orange juice.'*

*Shanu said, 'My mother is making noodles for me.'*

*The scientist said, 'Plastic is a recyclable material.'*



These sentences tell us what Rifka, Shanu and the scientist said in their exact words. Such sentences are said to be in **direct speech**.

The sentences that tell us the exact words of speaker are said to be in **direct speech**.

**Now, let us look at the following sentences.**

*Rifka said that she drank orange juice.*

*Shanu said that his mother was making noodles for him.*

*The scientist said that plastic is a recyclable material.*

These sentences convey what Rifka, Shanu and the scientist said but the actual words are not used. Such sentences are said to be in **indirect speech**.

The sentences where one reports what the speaker has said are said to be in **indirect speech**.





**Let us look at the changes that occur when we change direct speech to indirect speech.**

- The quotation marks are removed. For example,

*Hemant said, 'I have been to Japan.'*

*Hemant said that he had been to Japan.*

- The word *that* replaces the comma to separate what is reported from the rest of the sentence. For example,

*Vani said, 'Sukanya has bought a new car.'*

*Vani said that Sukanya had bought a new car.*

- The pronouns *I* and *we* are changed to *he/she* and *they*, respectively, in the reported speech. For example,

*Sujata said, 'I have won the singing competition.'*

*Sujata said that she had won the singing competition.*

- The tense of the sentence changes. The table below shows the change in tenses while converting direct speech to indirect speech.

Direct Speech	Indirect Speech
Simple Present	Simple Past
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Simple Past	Past Perfect
Past Continuous	Past Perfect Continuous

- When reporting an incident that might happen in the future, *will* and *shall* are changed to *would* and *should*, respectively. For example,

*My aunt said, 'I will come later.'*

*My aunt said that she would come later.*

- The tense does not change in the case of universal truths. For example,

*The astronomer said, 'The earth revolves around the sun.'*

*The astronomer said that the earth revolves around the sun.*

- Certain words expressing nearness of time and place are changed into words expressing distance.

Direct Speech	Indirect Speech	Direct Speech	Indirect Speech
now	then	thus	so
here	there	last night	the night before
this	that	today	that day
these	those	tonight	that night
ago	before	hereafter	thereafter
yesterday	the day before or the previous day	tomorrow	the next day or the following day
last week	the week before or the previous week	last month	the month before or the previous month

**Examples:**

*Akansha said, 'It is raining now.'*

*Akansha said that it was raining then.*

*Madhu said, 'Ramesh reached Delhi yesterday.'*

*Madhu said that Ramesh had reached Delhi the day before.*

1. Match the sentences in direct speech in the first column with their corresponding sentences in indirect speech in the second column.

Direct Speech	Indirect Speech
The gardener said, 'I have been watering the plants.'	The gardener said that he had watered the plants.
The gardener said, 'I am watering the plants.'	The gardener said that he had been watering the plants.
The gardener said, 'I have watered the plants.'	The gardener said that he would water the plants.
The gardener said, 'I was watering the plants.'	The gardener said that he had been watering the plants.
The gardener said, 'I will water the plants.'	The gardener said that he was watering the plants.

2. Complete the sentences in indirect speech with the correct options given in brackets.

(a) My mother said, 'I bought a saree.'

My mother said that \_\_\_\_\_ (*she/I*) had bought a saree.

(b) Our neighbours said, 'A thief had entered our house last night.'

Our neighbours said that a thief \_\_\_\_\_ (*entered/had entered*) their house \_\_\_\_\_ (*last night/the night before*).

(c) Dasmeeet said, 'The train left five minutes ago.'

Dasmeeet said that the train \_\_\_\_\_ (*had left/will leave*) five minutes \_\_\_\_\_ (*before/then*).

(d) The teacher said, 'The body needs more water in the summer season.'

The teacher said that the body \_\_\_\_\_ (*needs/needed*) more water in the summer season.



(e) The news reporter said, 'It has been raining for two hours in Delhi.'

The news reporter said that it \_\_\_\_\_ (*has rained/had been raining*) for two hours in Delhi.

(f) Sheetal said, 'I will have travelled for three months by tomorrow.'

Sheetal said that she \_\_\_\_\_ (*will have travelled/would have travelled*) for three months by \_\_\_\_\_ (*tomorrow/the next day*).

3. Complete the sentences in indirect speech.

(a) Mohan said, 'I was studying all night.'

Mohan said that he \_\_\_\_\_ all night.

(b) Chitra said, 'Rani gave me a book.'

Chitra said that Rani \_\_\_\_\_ her a book.

(c) The engineer said, 'These machines are working smoothly.'

The engineer said that \_\_\_\_\_ machines \_\_\_\_\_ smoothly.

(d) The man said, 'There is a worm in my salad.'

The man said that there \_\_\_\_\_ in his salad.

(e) Ananya said, 'I will come to Delhi with Arun tomorrow.'

Ananya said that \_\_\_\_\_ to Delhi with Arun \_\_\_\_\_.

(f) The teacher said, 'Water boils at 100 degree Celsius.'

The teacher said that water \_\_\_\_\_ at 100 degree Celsius.

4. Change the following sentences from direct speech to indirect speech. One is done for you.

(a) Manish said, 'I completed the project.'

Manish said that he had completed the project.

(b) Sneha said, 'I am brushing my teeth.'

---

(c) The policeman said, 'The witness is lying in the courtroom.'

---

(d) The stranger said, 'I do not know the way to the restaurant.'

---

(e) The little girl said, 'I saw an injured puppy on the road.'

---

(f) Bakul said, 'I have been sick since last night.'

---

5. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) Rekha said, 'She is happy to be back today.'

Rekha said that she has been happy to be back today.

Rekha said that she was happy to be back that day.

(b) Jiraj said, 'He will go to Chennai tomorrow.'

Jiraj said that he will go to Chennai the next day.

---

(c) Megha said, 'She has sung many songs in singing competitions.'

Megha said that she sung many songs in singing competitions.

---

(d) Ramesh said, 'I waited so long for my results.'

Ramesh said I waited so long for his results.

---

- (e) The new geography teacher said, 'Mt. Everest is the highest mountain in the world.'

The new geography teacher said that Mt. Everest was the highest mountain in the world.

---

- (f) The coach said, 'The team performed well last month.'

The coach said that the team had performed well last month.

---

## Recap

- The sentences that tell us the exact words of the speaker are said to be in **direct speech**. For example, *Rifka said, 'I drink orange juice.'*
- The sentences where one reports what the speaker has said are said to be in **indirect speech**. For example, *Rifka said that she drank orange juice.*
- When we change a sentence from direct to indirect speech
  - Quotation marks are removed.
  - The word *that* replaces the comma.
  - The pronouns *I* and *we* are changed to *he/she* and *they*, respectively, in the reported speech.
  - Tense is changed.
  - *Will* and *shall* are changed to *would* and *should*.
  - The tense does not change in the case of universal truths.
  - Certain words expressing nearness of time and place are changed into words expressing distance.



# 16 Contractions



Read the following conversation.

Kirti: Today *I've* got halwa for all of us. My grandmother made it. *I'm* so thrilled.

Anushka: Wow! *That's* great. *She's* a great cook.

Bharat: *What's* it made of?

Salim: My favourite, almonds! However, I *don't* like raisins.

Anushka: I *can't* wait any more! *Let's* all have the delicious halwa.

In the conversation, the words in red are the shortened forms of certain words and phrases.

*I've* – I have

*don't* – do not

*I'm* – I am

*what's* – what is

*that's* – that is

*can't* – cannot

*she's* – she is

*let's* – let us

Such shortened forms are called **contractions**.

**Contractions** are the shortened forms of words or phrases formed by removing one or more letters. Usually, an apostrophe takes the place of the missing letters.



**Let us look at some commonly used contractions in English.**

Contracted Form	Expanded Form	Contracted Form	Expanded Form
he'd	he had/he would	it's	it is/it has
he's	he has/he is	let's	let us
I'll	I will	what'll	what will
I'm	I am	what're	what are

They are often used in informal situations, such as a friendly conversation.

1. Underline the contractions in these sentences.

- My friend's been travelling for a month now.
- You've got to tell them the entire story. You can't leave it halfway.
- I'm hoping for Sheetal to get well soon.
- She hasn't told you that she'll be going to the party.
- Let's find out why the leopard couldn't catch the deer.
- The teacher can't come because she's stuck in traffic.
- She'll be amazed when she finds out what we've planned for her birthday.

**Let us look at the following sets of sentences.**

- They'd reach Delhi in the morning.*  
*They'd arrived at Delhi in the morning.*  
*She's our new Mathematics teacher.*  
*She's taught Mathematics for five years.*



In these sentences, the same contraction *they'd* has two expanded forms: 'they would' and 'they had'. Similarly, *she's* has two expanded forms: 'she is' and

'she has'. The expanded forms and meanings of these contractions are usually understood from the context as well as the tense of the verb.

2. Tick the appropriate full form of the contraction in each sentence.

- (a) She'd (*She had / She would*) already prepared the dinner.
- (b) He'd (*He had / He would*) said that he would complete the task.
- (c) You said that we'd (*we had / we would*) go to the park today!
- (d) He's (*He has / He is*) agreed to pay the compensation.
- (e) Sameer's (*Sameer is / Sameer has*) taking care of the refreshments for the party.
- (f) They'd (*They had / They would*) buy a new car very soon.
- (g) He's (*He has / He is*) working on his new project to conserve electricity.

3. Fill in the blanks with the contractions of the words in brackets.

- (a) Why \_\_\_\_\_ (*is not*) the lift working?
- (b) \_\_\_\_\_ (*Mohan is*) drinking water so quickly.
- (c) \_\_\_\_\_ (*What will*) happen to our earth if we keep cutting trees?
- (d) The rabbit \_\_\_\_\_ (*has not*) seen the carrot yet. Otherwise, it \_\_\_\_\_ (*would have*) eaten it by now.
- (e) \_\_\_\_\_ (*Let us*) celebrate Diwali without firecrackers.  
\_\_\_\_\_ (*We will*) go to an orphanage and share happiness with the children there.
- (f) \_\_\_\_\_ (*You have*) been practising for a long time.  
\_\_\_\_\_ (*I am*) sure \_\_\_\_\_ (*you will*) win the competition.



(g) \_\_\_\_\_ (We will) love to go to Kerala. \_\_\_\_\_ (It is) such a beautiful place.

4. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) Her grandmothers unwell. Lets go to the hospital. Sureshll book a cab.  
Her grandmother's unwell. Let's go to the hospital. Suresh'll book a cab.

(b) Hell be able to attend the birthday party.

---

(c) Sunaina was hoping itd rain today.

---

(d) My father shouldve paid the electricity bill.

---

(e) I used to run ten miles a day, but now I cant do it anymore.

---

(f) Itd been a long time since they went out for dinner.

---

(g) Shed told all of you that theyre shifting to a new place.

---

### Recap

- **Contractions** are the shortened forms of words or phrases formed by removing one or more letters. For example, *what's*, *let's*
- Usually, an apostrophe takes the place of the missing letters.
- Contractions ending with 'd can be either *had* or *would*.
- Contractions ending with 's can be either *is* or *has*.



Read the following sentences.

*The air pollution levels are increasing.*

*Are the air pollution levels increasing?*

*The air pollution levels are increasing, aren't they?*



The first sentence is a declarative sentence as it states an idea. The second sentence is an interrogative sentence as it asks a question. In the third sentence, the first part is again a declarative sentence. However, due to the addition of *aren't they?* it becomes a question. Such groups of words are called **question tags**.

A **question tag** is a group of words that appears at the end of a sentence and changes it to a question.

**Examples:**

*Liya has read the book, hasn't she?*

*Raj is going to the supermarket, isn't he?*

*You don't like spicy food, do you?*

1. Underline the question tags in the following sentences.
  - (a) M.S. Dhoni is a cricket player, isn't he?
  - (b) Tina hasn't slept yet, has she?



- (c) Gargi was looking very pretty, wasn't she?
- (d) You can sketch cartoons, can't you?
- (e) The shopkeeper cheats the customers, doesn't he?
- (f) Graham Bell invented the telephone, didn't he?
- (g) Javan and Sumatran rhinoceros are critically endangered species, aren't they?

**Now, look at the following sentences.**

*An ostrich lays the largest egg, **doesn't it?***

*An ostrich cannot fly, **can it?***

In the first sentence, the first part is a positive statement, while the question tag is negative. In the second sentence, the first part is a negative statement, while the question tag is positive.

We use negative question tags with positive statements and positive question tags with negative statements.

**Examples:**

*He doesn't like watching horror movies, **does he?***

*It's a horror movie, **isn't it?***

2. Underline the question tags in the sentences below. Write *P* for positive question tags and *N* for negative question tags.
- (a) He hasn't played chess for a long time, has he? \_\_\_\_\_
  - (b) We should respect our parents, shouldn't we? \_\_\_\_\_
  - (c) Reshma will forget to bring the notebook, won't she? \_\_\_\_\_
  - (d) You went to Delhi by bus, didn't you? \_\_\_\_\_
  - (e) Shubham is still writing his exam, isn't he? \_\_\_\_\_
  - (f) We don't go to school on holidays, do we? \_\_\_\_\_



## Let us look at some more rules to follow while making question tags.

- We use contractions while forming question tags.

### **Examples:**

*She lived here for seven years, **didn't she?***

*Rahul is a very intelligent boy, **isn't he?***

- If the subject in the main statement is a noun, a corresponding pronoun is used in the question tag. If the subject in the main statement is already a pronoun, the same pronoun is used in the question tag.

### **Examples:**

*A thick layer of snow covered the ground, **didn't it?***

*They are throwing snowballs at each other, **aren't they?***

- The auxiliary verb in the main statement remains the same in the question tag.

### **Examples:**

*You have finished your homework, **haven't you?***

*You don't like Mathematics, **do you?***

- If there is no auxiliary verb in the main statement, we use do/does/did in the question tag according to the tense of the verb in the statement.

### **Examples:**

*Sheela works at a bank, **doesn't she?***

*The dog bit him, **didn't it?***

- If the main statement has a modal verb, the same modal verb is used in the question tag.

### **Examples:**

*Sanju can ride a bicycle, **can't he?***

*Henna should take her medicines on time, **shouldn't she?***

3. Match the main statements with the correct question tags.

Main Statement
They have reached the restaurant,
My father didn't call me,
Sindhuja is going to Goa tomorrow,
Radhika looks so happy,
These books are yours,
Shriya can't speak Chinese,

Question Tag
aren't they?
doesn't she?
can she?
haven't they?
isn't she?
did he?

4. Tick the correct question tags.

- (a) Sumit is going to meet his grandmother, isn't he / aren't he?
- (b) Her daughter was crying loudly, wasn't her / wasn't she?
- (c) Pooja is singing a song, wasn't she / isn't she?
- (d) You travelled for nine hours, didn't you / haven't you?
- (e) Mridul can't tell a lie, can't he / can he?
- (f) They helped us a lot, haven't they / didn't they?

5. Fill in the blanks with appropriate question tags.

- (a) We should think before we speak, \_\_\_\_\_?
- (b) The beach was beautiful, \_\_\_\_\_?
- (c) Anmol never listens to his mother, \_\_\_\_\_?
- (d) Mehak doesn't wear glasses, \_\_\_\_\_?
- (e) Suchitra loves to eat bhelpuri, \_\_\_\_\_?
- (f) You couldn't go to the party, \_\_\_\_\_?



6. Identify the errors and rewrite the sentences correctly. One is done for you.

- (a) They live in the next lane, did they?

They live in the next lane, don't they?

(b) Her cousins have never been to Chennai, has they?

---

(c) Tortoises are vegetarian, isn't they?

---

(d) Binoy could take a train, doesn't he?

---

(e) You aren't thinking of resigning, will you?

---

(f) He didn't leave without informing them, could he?

---

## Recap

- A **question tag** is a group of words that appears at the end of a sentence and changes it to a question. For example, *Liya has read the book, **hasn't she?***
- We use a negative question tag with a positive statement and a positive question tag with a negative statement.
- Some rules to follow while making question tags are:
  - Use contractions in question tags.
  - Use appropriate pronouns in question tags.
  - Use the same auxiliary or modal verb in the question tag as in the main statement.
  - If there is no auxiliary verb in the statement, use do/does/did in the question tag according to the tense of the verb in the statement.



# 18 Punctuation



## Read the following sets of sentences.

*Bats close the windows.*

*Bats! Close the windows.*

*The koala eats shoots and leaves.*

*The koala eats, shoots and leaves.*

In the above sentences, we can see how an exclamation mark (!) or a comma (,) can change the meaning of an entire sentence. We have learned about various punctuation marks and capitalisation previously.

**Punctuation** is a set of signs used to distinguish between the different parts of a sentence. It helps make the meaning of a sentence clear.

## Let us revise the different punctuation marks and their functions.

**Capital letters:** A capital letter is used

- to begin a sentence.

*He is studying for his test tomorrow.*

- to begin proper nouns like names of people, places, rivers, mountains, roads, festivals, holidays, nationalities, languages, etc.

*George is an American. He can speak English as well as Spanish. He has come to climb Mt Everest.*



- to begin the names of days of the week and months of the year.  
*Father's Day is usually celebrated on the third Sunday of June.*
- to begin titles of stories, books, magazines, newspapers, etc.  
*'The Lion King' was published in the June edition of Champak.*
- to write the pronoun, I.  
*Both Simran and I are planning to visit the temple.*
- for titles when used with names.  
*Dr Singh is a renowned surgeon in the town.*  
*Mrs Malhotra went to the market to buy groceries.*

1. Circle the words to be capitalised in the following sentences.

- tokyo is the capital of japan.
- my grandfather reads the hindu every morning.
- i can speak both bengali and hindi.
- the nile is the longest river in the world. It is a major river in africa.
- 'hamlet', the play, was written by william shakespeare.
- mr singh will arrive in mumbai next tuesday.

**Full stop (.)**: A full stop is used at the end of a declarative or an imperative sentence to provide a long pause.

*Ranbir is a little boy. He loves gardening.*

*Switch off the television.*

**Question mark (?)**: A question mark is used

- at the end of an interrogative sentence, which asks a direct question.  
*Which school do you attend?*
- after a question tag.  
*The maid has cooked the food, hasn't she?*

**Exclamation mark (!):** An exclamation mark is used at the end of an exclamatory sentence or after an interjection, to express a strong emotion.

*How beautifully she dances!*

*Oh no! I forgot to pay the electricity bill.*

2. Punctuate the following sentences using full stops, question marks and exclamation marks.

- (a) Shall we go to the museum on Saturday
- (b) Alas I cannot participate in the competition this year
- (c) Ben drives a sports car, doesn't he
- (d) Are the books on the table yours
- (e) Ouch something bit me
- (f) What Kohli scored a century

**Comma (,):** A comma is used

- to separate words or a group of words in a sentence.  
*They had cake, juice, chips and samosas at the party.*
- to separate adjectives of the same type in a sentence.  
*Seema is a strong, intelligent girl.*
- after words that introduce a sentence, like *yes, no, why* and *oh*.  
*Yes, this is the jacket I want.*
- before a question tag.  
*Naina is sad, isn't she?*
- before a dialogue/to separate reported speech from direct speech.  
*Rahim said, 'I have never been to Mumbai.'*
- between the day of a month and the year.  
*Poonam was born on June 5, 1998.*
- between the name of a city and the state it belongs to.  
*Raghav lives in Kanpur, Uttar Pradesh.*



- between an independent clause and a dependent clause.

*Where there is smoke, there is fire.*

- between two independent clauses, when they are joined by a coordinating conjunction.

*I submitted the assignment, but the teacher suggested some more changes.*

### 3. Punctuate the following sentences.

- sudhir completed his schooling from dehradun uttarakhand
- My birthday is on December 21 2008
- Yes this is the bag I bought yesterday.
- David Sunil Ananya and Ajit are participating in the quiz competition.
- he is coming isn't he
- Even after lots of practice Amisha still struggled to tie her shoelaces

**Semicolon (;):** A semicolon indicates a pause of greater importance than the comma, but less than the full stop. It is used

- to separate words or phrases in a list that already contains commas.

*Meghna has to send invitation cards to her friends in Dehradun, Uttarakhand; Gangtok, Sikkim; and Mangalore, Karnataka.*

- to separate clauses where the conjunction is omitted.

*It rained heavily; the weather got colder; they stayed inside the house.*

**Colon (:):** A colon is used

- to introduce an item or a list of items.

*He needs an organiser to note down the following: daily expenditure, important dates and bank transaction details.*

- between two independent clauses, when the second clause explains or summarises the first clause.

*Jatin reached office late: his car broke down midway.*

- to separate the hour and the minute while writing the time.

*My parents wake up at 6:30 a.m. every day.*

4. Tick the appropriate punctuation mark.

- (a) The sun was setting ( ; / ! ) it was getting dark.
- (b) Reema will be there at 3 ( ; / : ) 25 p.m.
- (c) Suman had salad for lunch ( ; / , ) Atul had a burger.
- (d) I could not study properly ( : / , ) my laptop was creating a lot of trouble.
- (e) The Parliament is composed of two houses ( ; / : ) the Rajya Sabha and the Lok Sabha.
- (f) The contestants were from Ludhiana ( , / : ) Punjab ( : / ; ) Nagpur, Maharashtra ( ! / ; ) and Hyderabad, Telangana.

5. Punctuate the short paragraph on robots.

the word robot comes from the czech word robota which means drudgery the word first appeared in the 1921 drama R.U.R. (rossum's universal robots) elektro the world's first humanoid robot started functioning in 1939 it was built by westinghouse it was a seven-foot tall walking machine that knew more than 700 words the two most famous robots ever are C-3PO and R2-D2 from Star Wars at present more than a million industrial robots are in use nearly half of them in japan

6. Arrange these words or phrases to form sentences. Use punctuation marks wherever necessary.

- (a) these / costly / are / very / shoes

---

- (b) gained / independence / 15 august 1947 / india / on

---

(c) judge / don't / cover / a book / its / by

---

(d) these / rotten / are / aren't they / apples

---

(e) is going to / padma / the lamp / light

---

(f) we / to shimla / on tuesday / are going / hurray

---

7. Identify the errors and rewrite the sentences correctly. One is done for you.

(a) We, had, fruits, sprouts, boiled eggs and milk.

We had fruits, sprouts, boiled eggs and milk.

---

(b) wow: it feels wonderful to watch the sunset;

---

(c) Even Mr Sinha; with all his experience in teaching, could not solve the problem?

---

(d) Simplicity, is one of the best Qualities one can possess!

---

(e) The girl, said that she loved chocolates.

---

(f) I have No idea what to write.

---



## Recap

Punctuation	Examples
Capital letters	<i>George is an <b>A</b>merican. He can speak <b>E</b>nglish as well as <b>S</b>panish. He has come to climb <b>Mt E</b>verest.</i>
Full stop (.)	<i>Ranbir is a little boy. He loves gardening.</i>
Exclamation mark (!)	<i>How beautifully she dances! Oh no! I forgot to pay the electricity bill.</i>
Question mark (?)	<i>Which school do you attend? The maid has cooked the food, hasn't she?</i>
Comma (,)	<i>They had cake, juice, chips and samosas at the party. Seema is a strong, intelligent girl. Poonam was born on June 5, 1998 in Kanpur, Uttar Pradesh.</i>
Semicolon (;)	<i>Meghna has to send invitation cards to her friends in Dehradun, Uttarakhand; Gangtok, Sikkim; and Mangalore, Karnataka.</i>
Colon (:)	<i>He needs an organiser to note down the following: daily expenditure, important dates and bank transaction details. My parents wake up at 6:30 a.m. every day.</i>



You have learned about **paragraph writing** previously.

A **paragraph** is a group of sentences that talks about one main idea, theme or subject.

The structure of a paragraph comprises three parts.

- **Topic sentence:** The topic sentence of a paragraph contains the main idea. It is usually the first sentence of the paragraph.
- **Supporting sentences:** The supporting sentences tell us more about the main idea through examples and strong, convincing points.
- **Concluding sentences:** The concluding sentences summarise the paragraph and connect back to the introduction.

**Let us look at a few guidelines to follow while writing a paragraph.**

- Prepare a concept map that follows the structure given above.
- Prepare notes on all the information to be included in the paragraph.
- Arrange all the information according to the structure for logical flow.





Now, read the following paragraph on the tribal festival, Sarhul.

### Sarhul

Sarhul is a festival celebrated by the tribals in Jharkhand.

Topic sentence

The word 'Sarhul' means 'worship of the sal tree'. Tribals start their new year in spring by worshipping the sal and other trees, as well as Mother Earth. The Sarhul festival is hundreds of years old. Legend has it that Mother Earth's daughter, Bindi, returns to earth so that flowers bloom again, trees bear fresh, green leaves and the world becomes cheerful and bright again. As a part of the Sarhul festival, the tribals worship their village deity with freshly plucked sal flowers. The local priest also predicts how the crop is going to be for the new season, by throwing rice grains on a hen's head. People sing, dance and wear colorful clothes to celebrate the festival.

Supporting sentences

Concluding sentence

Write a paragraph each on the following topics.

- (a) The importance of cleanliness and sanitation
- (b) My favourite hobby
- (c) The last movie I watched





We often read, listen to or tell stories to each other. You have learned about **story writing** in the previous grades. A good story holds the reader's attention till the end and leaves a lasting impression on him.

### Let us look at the various elements of a story.

- **Theme:** The theme of a story is its central idea or belief.
- **Title:** It gives the first impression of the main event, theme or main character of the story.
- **Setting:** It refers to the place and the time of the action in the story.
- **Characters:** There are generally many characters in a story, with one of them as the main character.
- **Plot:** The sequence of events in a story is called its plot. It consists of a beginning, a middle, and a resolution.
  - The **beginning** introduces the main character and the setting.
  - The **middle** introduces, the conflict or the main problem in the story. It leads the story towards the climax or the turning point.
  - The **resolution** is the end of the story where the conflict is resolved.



## Let us look at some of the guidelines to be followed while writing a story.

- Create a story map based on the title, theme and plot. The story map consists of the main elements of the story listed above.
- The plot should flow logically. The events can happen suddenly, but not randomly.
- The past tense is generally used to talk about the actions in the story.
- Use either the first person or the third person consistently for the narrator (the person who tells or writes the story).
- There can be a moral lesson at the end of the story depending on its theme and purpose.

## Let us now read a story to understand the different elements of a story better.

### David and Goliath

Long, long ago, the good king Saul ruled over a country of peaceful people. However, Saul's country did not get along with the neighbouring country. The neighbours had many giants living with them. So, they constantly showed their strength by threatening the amicable people of Saul's country.

Beginning

David was a little boy who lived with his family in a small village in Saul's country. He was a shepherd who took his father's sheep out to graze every day. One day, a giant named Goliath came to their village. He was the tallest and the strongest man anyone had ever seen. Goliath threw an open challenge to the villagers to come and fight him. He threatened to destroy the entire village otherwise. King Saul became very worried and consulted all his men.

Middle



Hearing that his three elder brothers were chosen to fight Goliath, David went to the battlefield. As he approached the battlefield, he heard Goliath shouting his challenge again. When no one in the army was ready to stand up against Goliath and he did not find his brothers, David decided to fight the giant himself.

Saul tried to reason with David. But David was determined to fight the giant. He said that he could fight lions and bears to protect his father's sheep. He had faith in himself and believed that true courage wins over all evil. In his heart, David knew that God would keep him from harm. Instead of putting on the heavy armour and carrying weapons, he went to a stream nearby and found five smooth stones. He put them in a pouch around his waist and stepped forward to fight Goliath.

→ Middle

The giant marched towards him, armed with two swords. The villagers trembled at a distance on seeing this. David aimed a stone at Goliath's head with his slingshot. The stone hit Goliath on his forehead. Such was the force of the stone that Goliath immediately fell down. David took one of the giant's swords and chopped his head off.

→ Resolution

The villagers celebrated his victory and made merry. David became a hero in all of Israel!

1. Write a story with the title 'A Magical Book'.
2. Gobo is an alien who lives on Mars in the year 2099. Write a story with Gobo as the main character, keeping in mind the given setting. Provide a suitable title.
3. Write a story that begins with, 'One day, I was coming back from my school. I was waiting for the bus at the bus stop when I suddenly saw an old man being pushed aside by the crowd ...'. Give it a suitable title.





An **essay** is a short composition on a particular topic. It can express opinions or feelings on a subject, or describe an experience, a person or an idea.

### Let us take a look at the structure of an essay.

- **Introduction:** It consists of a single paragraph that introduces the topic. The important points or ideas that are to be discussed in the essay as well as its purpose, are mentioned here.
- **Body:** It consists of three or four paragraphs. Each paragraph discusses one idea mentioned in the introduction.
- **Conclusion:** It summarises all the ideas of the essay. It can also include the writer's personal feelings or opinions.

### Let us take a look at a few guidelines to follow while writing an essay.

- Prepare an outline of the essay by distributing your information according to the structure of an essay.
- Order all the ideas to make sure they flow logically from one point to the next.
- Start the introduction with an interesting statement about the topic.
- Do not use the same expressions in the introduction as well as in the conclusion.

