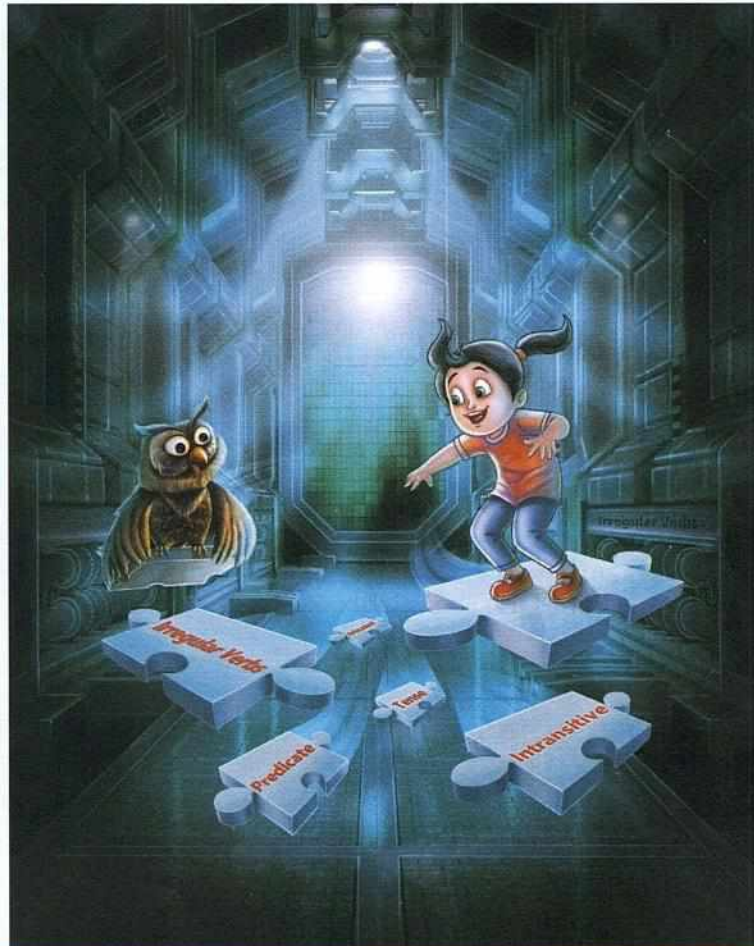


English Grammar



Name: _____

Class: _____ Section: _____



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Preface

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

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

The organisation of each chapter is as follows:

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

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

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

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

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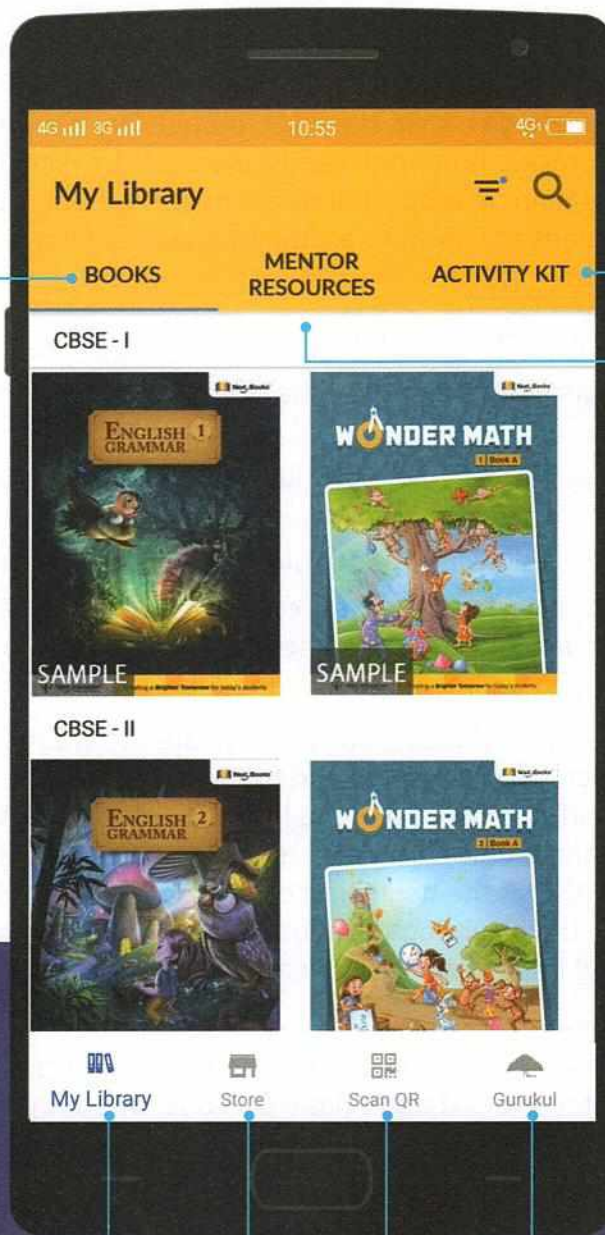
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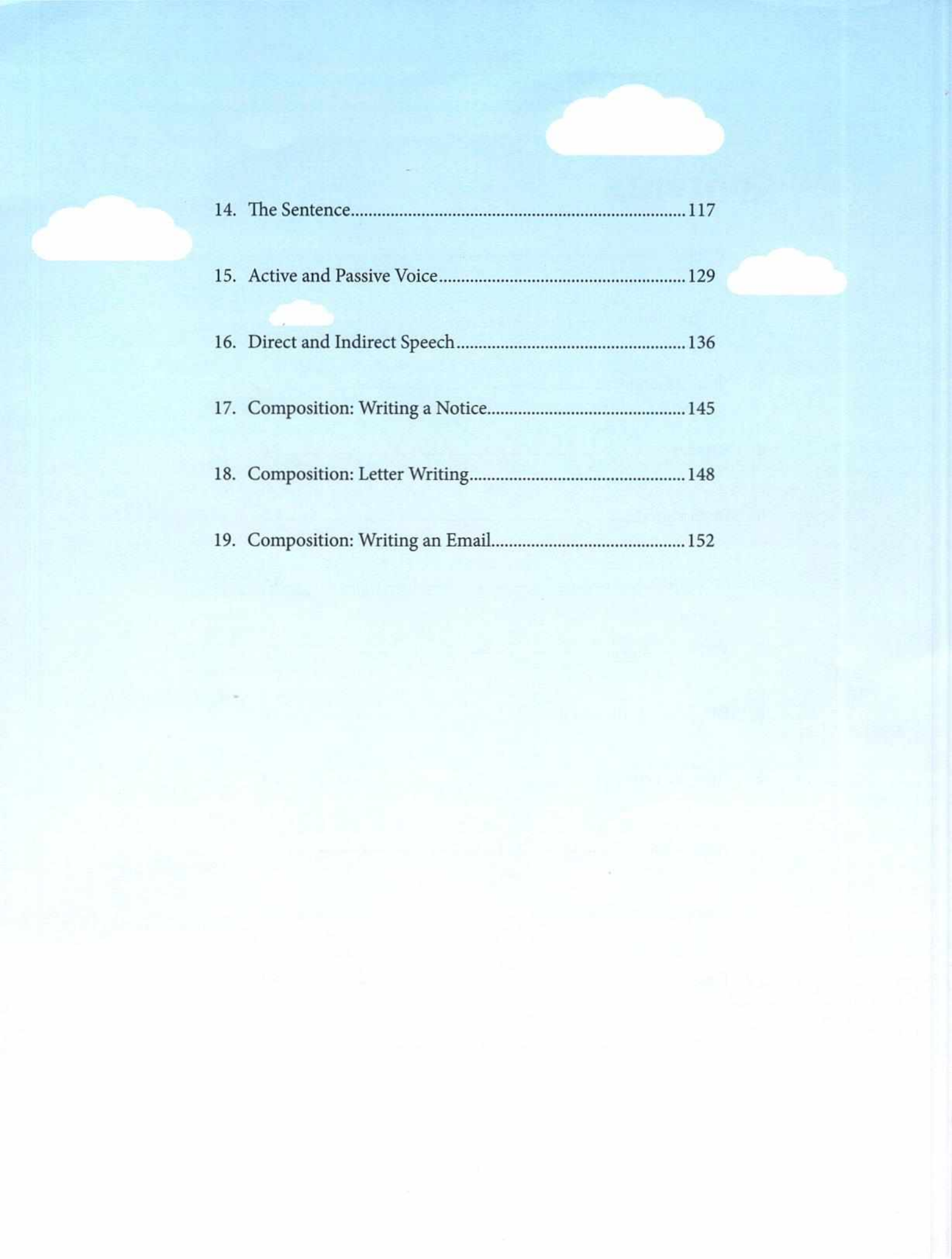
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Read the following paragraph.

As an active *member* of a renowned *organisation*, *Sam* goes around the *city* to help stray *animals* that are ill-treated or neglected. He recently adopted an abandoned *dog* and named him *Tiger*. His *circle* of *friends* also stepped forward to help in the *process* of Tiger's *recovery*. Now, Tiger is a healthy dog and loves to drink *milk*. Sam believes that just like us, animals also need *love* and *care*.



You have learnt about nouns and their types in the previous grades. In the paragraph above, all the words in red are **nouns**.

Nouns are naming words used to refer to people, places, animals, things, qualities, ideas, feelings or states of being.

Examples:

During his *childhood*, *Krish* won several *competitions*.

We get *fibre* such as *cotton*, *hemp*, *jute* and *flax* from *plants*.

She is a talented *painter* as well as a *singer*.

1. Underline the nouns in the following sentences.
 - (a) The sun provides light and heat to humans, plants and animals.
 - (b) Tanya plays badminton in that park with Sumit.
 - (c) The organisers gave a bouquet of flowers to the chief guest.
 - (d) Ismael wants to make a kitchen garden in the backyard.
 - (e) This utensil is made of aluminium and silver.



- (f) Mahatma Gandhi propagated the ideas of peace and non-violence through his philosophy.
- (g) The doctor said that sprouts help in improving digestion.
- (h) Determination, along with patience and confidence, leads one to success.

Nouns can be divided into: proper nouns and common nouns, countable nouns and uncountable nouns, concrete nouns and abstract nouns, and collective nouns.

Let us study each type in detail. Look at the following sentences.

Varun Dhawan is an extremely popular actor.

The Taj Mahal is one of the most famous buildings in the world.

The Ganges is the longest river in India.

The words in red are specific names of a person, a monument, a river, and a country. They are examples of **proper nouns**.

A **proper noun** is a specific name of an entity such as a person, a place or an object. A proper noun always begins with a capital letter.

Examples:

I will see the Himalayas for the first time on Wednesday.

Ruskin Bond is my favourite author, and Kamala Das my favourite poet.

The children are busy decorating the hall for Christmas.

Now, look at these sentences again.

Varun Dhawan is an extremely popular actor.

The Taj Mahal is one of the most famous buildings in the world.

The Ganges is the longest river in India.

As explained above, *Varun Dhawan*, *Taj Mahal*, *Ganges* and *India* are all examples of proper nouns. However, the words in red in the above sentences, namely **actor**, **buildings**, **world** and **river**, do not specify any particular person, place or object. Each of them stands for a class instead of a specific entity. They are examples of **common nouns**.

A **common noun** refers to people, animals, objects, places, things, etc. in general. They can refer to any or all members of a class. A common noun begins with a capital letter only when a sentence starts with it.

Examples:

Ishita will see the doctor next month.

Please get me some *sweets* from the *shop* in Himayat Nagar.

Cherries and *mangoes* are really sweet.

Note: Sometimes, proper nouns can be used as common nouns. The proper nouns, however, still begin with a capital letter.

Examples:

Shakespeare wrote several plays and sonnets. (Proper noun)

Kalidasa is the *Shakespeare* of India. (Common noun)

2. Underline the nouns in the following sentences. Put them in the respective columns in the table. One has been done for you.

- (a) Rita could not lift the box as it was too heavy.
- (b) Fifteen boys are sitting quietly in the classroom.
- (c) Mihir got up from the bed and walked towards the kitchen.
- (d) They have decided to go to the mall and buy some clothes for the party.
- (e) Vatican City is the smallest country in the world.
- (f) The girl threw the ball to her cat, Purry.
- (g) Leonardo da Vinci painted one of the most famous paintings of all time, the *Mona Lisa*.
- (h) The elections will be held in three states: Bihar, Maharashtra and Telangana.

Proper Noun	Common Noun
Rita	box

Common nouns are further classified into two categories: countable nouns and uncountable nouns.

Let us look at the following sentences to understand the difference between countable and uncountable nouns.

The *patient* took his *pills* with lukewarm *water*.

I want to have an *apple* and some *milk*.

Her *kindness* makes her stand out among all the *leaders*.

In these sentences, the words in red can be counted and hence are examples of **countable nouns**. On the other hand, the words in green cannot be counted. We cannot say *a water*, *three milks* or *many kindnesses*. They are examples of uncountable nouns.

Nouns that can be counted are known as **countable nouns**. Nouns that cannot be counted are called uncountable nouns.

Examples:

The **boy** bought some **honey** from the **shop**.

At what time would the **parcel** reach him?

These **rings** are made of gold and silver.

- Some nouns can be both countable and uncountable, depending on their usage.

Examples:

Tina broke two **glasses** and a **mug**. (Countable)

The broken **glass** hurt her feet. (Uncountable)

Harish stopped to buy a **paper**. (Countable)

That printer has run out of **paper**. (Uncountable)

- Countable nouns can be used with words such as *a, an, the, one, seven, a few, many*, etc. To talk about the quantity of uncountable nouns, we use words such as *a bowl of, some, a lot of, a little, much, a piece of* and *a bit of* before them. For example, *Mary had a glass of juice and a bowl of salad for breakfast*.

Countable and uncountable nouns can be further divided into concrete nouns and abstract nouns.

Look at the following sentences.

Prakhar gifted **Manan** an **iPad**.

Take some **cookies** and **sandwiches** for your **friends**.

The **teacher** told the **students** to go to the **auditorium**.

In the sentences above, the words in red are tangible materials, people and things. They can be seen, heard, touched, tasted or smelt. Such words are examples of **concrete nouns**.

Concrete nouns refer to tangible materials, people, things or places that can be experienced with any of the five senses. In other words, these are the things that can be seen, heard, touched, tasted or smelt.

Examples:

The *cat* jumped on the *table* and spilt the *coffee*.

There are 22 *bones* in the human *skull*.

Cereals and *pulses* are the dried *seeds* of *plants*.

Now, look at the following sentences.

Freedom from *poverty* was his only *dream*.

Ishaan has no *knowledge* of the new *judgement*.

Naina's *love* and *kindness* touched me deeply.

In the sentences above, the words in red are ideas, states of being, qualities, feelings and events. They cannot be seen, heard, touched, tasted or smelt. Such words are examples of **abstract nouns**.

Abstract nouns refer to feelings, qualities and attributes, ideas or concepts, states of being and events that cannot be experienced with the five senses i.e. the nouns that cannot be seen, heard, touched, tasted or smelt.

Examples:

The athlete needs to build up his *stamina*.

A true *friendship* lasts forever.

My grandfather is a man of great *wisdom*.

Note: Names of arts, sciences and professions are also abstract nouns. For example, *mathematics*, *grammar*, etc.

Look at some more examples of abstract nouns.

- **Feelings/Emotions:** *anger, fear, pain, satisfaction, warmth, nervousness*
- **Qualities:** *courage, honesty, beauty, determination, patience, generosity*
- **Ideas/Concepts:** *charity, culture, slavery, faith, expertise, democracy*
- **States of being:** *confusion, sleep, youth, childhood, poverty*
- **Events:** *theft, competition, treatment, judgement*

Abstract nouns can be formed from nouns, verbs and adjectives by changing the spelling or adding suitable suffixes such as **-dom**, **-ity**, **-ship**, **-al**, etc. For example, *kingdom* from *king*, *marriage* from *marry*, and *honesty* from *honest*.

Read the sentences given below.

Sheena has an amazing *collection* of old coins.

A *swarm* of bees flew towards the rose garden.

A *gang* of thieves broke into her house at night.

The words in red, namely *collection*, *swarm* and *gang*, refer to a group of things, animals and people of the same kind. They are considered one unit though they have several members in the group. Such words are examples of **collective nouns**.

As the name suggests, a **collective noun** refers to a group of people, animals or things of the same kind, taken together or spoken of as a unit.

Examples:

I saw a *pride* of lions and a *troop* of monkeys in the zoo.

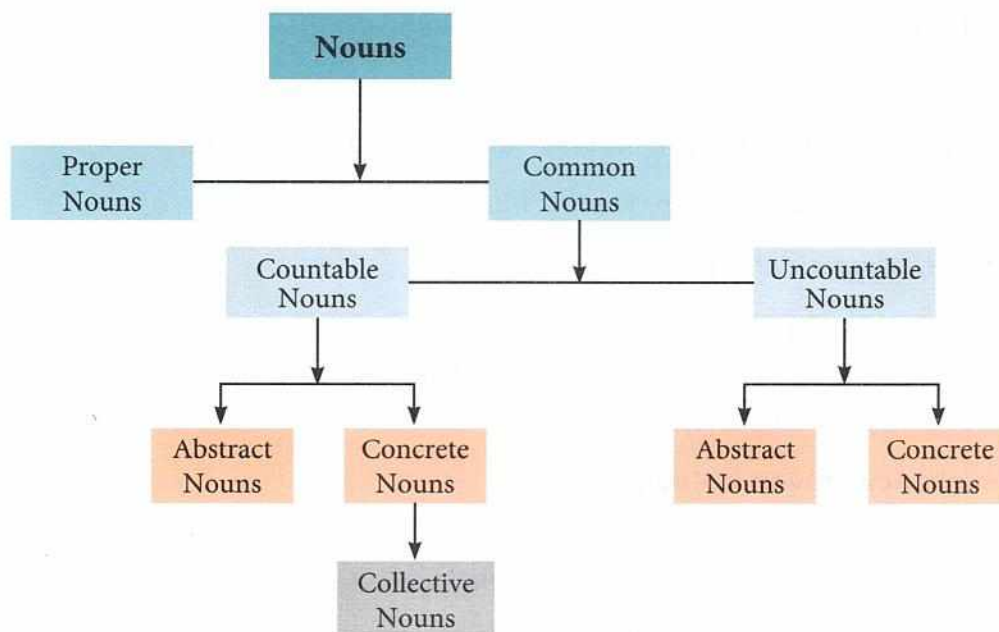
A *choir* of singers from London is going to perform next.

The poet published an *anthology* of his poems recently.

The following table lists a few more collective nouns for people, animals and objects.

Collective Noun (people)	Collective Noun (animals)	Collective Noun (objects)
a band of musicians	a colony of ants	a string of pearls
a class of students	a flock of sheep/birds	a pair of shoes
a circle of friends	a brood of hens	a constellation of stars
a panel of experts	a school of fish	a shelf of books
an army of soldiers	a tribe of goats	a fleet of ships

The diagram given below represents the classification of nouns under different categories.



3. Underline all the nouns in the following sentences. Write A for abstract nouns and CR for concrete nouns. One has been done for you.
- (a) Tanvi could not attend the wedding. (CR, A)
- (b) Madhubala was famous for her beauty.
- (c) Milk and fruits are essential for a healthy lifestyle.
- (d) Most living organisms float in the Dead Sea.
- (e) Drinking green tea helps in reducing stress.
- (f) He had to take his dog to the vet for vaccination.
- (g) The dentist recommended a special toothpaste to help relieve my tooth sensitivity.
- (h) All green plants prepare their own food through photosynthesis.
4. Bracket the countable nouns and underline the uncountable nouns in the following sentences.
- (a) He needed some glue to fix the vase.
- (b) There is enough petrol for the car to reach home.
- (c) My daughter loves listening to country music.
- (d) They ordered fried rice and curry from the restaurant.
- (e) Varuni is playing with a ball on the seashore with her friends.
- (f) I would like to have a sandwich and some cookies with some juice, please!
- (g) The students showed a remarkable improvement in the last examination.
- (h) The residents have decided to get rid of the rubbish lying on the road.
5. Fill in the blanks with correct options from the box. In brackets, mention the type of noun used. Write P for proper nouns, A for abstract nouns and CO for collective nouns.

Tisha	group	Prashant	performance	Rana Kumbha
troupe	victory	mathematics	competition	truth
joy	biology	chest	Mumbai	Vijaya Stambha

- (a) The _____ () of drawers has been painted blue.
- (b) _____ () was built on a _____ () of seven islands.

- (c) I like _____ () more than _____ ().
- (d) _____ () always speaks the _____ ().
- (e) Mr Khanna congratulated all the dancers in the _____ () for their wonderful _____ ().
- (f) _____ () was filled with _____ () when she won the _____ ().
- (g) The _____ () was built by _____ () to celebrate his _____ () over Mahmud Khilji.
6. Complete the following sentences with abstract nouns formed from the words given in brackets. One has been done for you.
- (a) The sound of her laughter (*laugh*) echoed in the room.
- (b) I will inform you if there is any _____ (*vacant*) in our company.
- (c) She wants to do each and every task with _____ (*perfect*).
- (d) Never judge a person by his or her _____ (*appear*).
- (e) They shall be punished for their bad _____ (*behave*) towards others.
- (f) Complete the following _____ (*active*) within ten minutes.
- (g) The _____ (*unique*) of his painting won him the _____ (*compete*).
- (h) Reema got a _____ (*scholar*) for academic _____ (*excel*).
7. Identify the errors and rewrite the following sentences correctly. One has been done for you.
- (a) I saw a swarm of ships leaving for mumbai.
I saw a fleet of ships leaving for Mumbai.
- (b) Cleanliful is next to godliness.
- (c) Farhan is determined to get a good educate.

- (d) parul is the einstein of our school.
- (e) An army of singers marched towards the battlefield.
- (f) Shikha is known for her intelligently.
- (g) That Magician uses a packet of cards to show magic tricks.
- (h) Pawan came with the gang of Dancers to perform at the wedding celebration.

Recap

- **Nouns** are naming words used to refer to people, places, animals, things, qualities, ideas, states of being or feelings. For example, *Sheena sang many songs at the concert.*
- Nouns can be divided into:
 - **Proper noun:** *Peter, London, Statue of Liberty*
 - **Common noun:** *market, fruits, milk*
 - **Countable noun:** *pencil, boys, cities*
 - **Uncountable noun:** *courage, information, sunlight*
 - **Concrete noun:** *house, water, computer*
 - **Abstract noun:** *poverty, bravery, judgement*
 - **Collective noun:** *a band of musicians, a class of students, a brood of hens*

2

Nouns

Number



Look at the following table.

A	B
The <i>teacher</i> corrected the <i>paper</i> .	The <i>teachers</i> corrected the <i>papers</i> .
The <i>buffalo</i> grazed in the <i>field</i> .	The <i>buffaloes</i> grazed in the <i>fields</i> .
The <i>guest</i> congratulated the <i>chef</i> .	The <i>guests</i> congratulated the <i>chefs</i> .

In column A, the words in red refer to a single person, place, animal or object. Such nouns are said to be in **singular form**. In column B, the words in red refer to more than one person, place, animal or object. Such nouns are said to be in **plural form**.

A noun is **singular** when it indicates only one person, place, animal or object. A noun is **plural** when it indicates more than one person, place, animal or object.

Examples:

Singular	Plural
This <i>house</i> has a beautiful <i>balcony</i> .	These <i>houses</i> have beautiful <i>balconies</i> .
Amit saw a <i>spider</i> on his <i>notebook</i> .	Amit saw two <i>spiders</i> on his <i>notebooks</i> .
The <i>girl</i> completed her <i>project</i> .	The <i>girls</i> completed their <i>projects</i> .

- Underline the singular nouns and circle the plural nouns in the following sentences.
 - The children have gone to the museum with their parents.
 - Labonel is one of the best bakeries in town.
 - The library is full of interesting books and journals.
 - Kanishk has a box full of chocolates and candies.
 - Can you lend me your car for three hours?



- (f) There is an apple and two pomegranates in the basket.
- (g) Some of the students had their answer sheets on their desks.
- (h) The king was surrounded by ten soldiers, yet a man shot him with an arrow.

Now, let us look at the following sentences.

The *boys* climbed the *trees* to pluck *oranges*.

The *cows* gave birth to three *calves*.

The *ladies* entered the hall before us.

In the sentences above, the plural nouns *boys*, *trees*, *oranges* and *cows* are formed by adding -s to the singular forms *boy*, *tree*, *orange* and *cow*, respectively. *Calves* is formed by replacing f in *calf* with -ves. Similarly, *ladies* is formed by replacing y with -ies in the word *lady*. Such plural forms of nouns are called **regular plurals**.

Plural nouns that are formed by following certain rules are called **regular plurals**.

Examples:

The *classrooms* have new *benches* and *whiteboards* now.

Nisha bought fresh *potatoes* and *cherries* from the local *shops*.

Arrange the *knives*, *forks* and *spoons* near the *plates* on the *tables*.

Let's learn some rules of forming regular plurals.

- For most nouns, the plural is formed by adding -s at the end of the singular form, such as *king* – *kings*, *tree* – *trees* and *door* – *doors*.
- For nouns that end with **o**, **s**, **ss**, **x**, **ch** or **sh**, the plural is formed by adding -es at the end of the singular form. For example, *potato* – *potatoes*, *lens* – *lenses*, *dress* – *dresses*, *tax* – *taxes*, *watch* – *watches*, *wish* – *wishes*, etc. However, there are several exceptions to this rule such as *photo* – *photos*, *piano* – *pianos* and *stomach* – *stomachs*.
- For nouns that end with **ie**, **oo** or **eo**, the plural is formed by adding -s at the end of the singular form. For example, *tie* – *ties*, *zoo* – *zoos*, *video* – *videos*, etc.
- For nouns that end with a consonant + **y**, the plural is formed by replacing y with -ies. For example, *story* – *stories*, *city* – *cities*, etc.
- For nouns that end with a vowel + **y**, the plural is formed by adding -s at the end of the singular form. For example, *essay* – *essays*, *monkey* – *monkeys*, *trolley* – *trolleys*, etc.
- For nouns that end with **f** or **fe**, the plural is formed by replacing f or fe with -ves. For example, *calf* – *calves*, *leaf* – *leaves*, *knife* – *knives*, etc.

There are some exceptions to this rule as well. Some nouns that end with **f** do not take **-ves** in their plural forms. For example, *chief* – *chiefs*, *belief* – *beliefs*, etc. Some nouns that end with **f** take both **-ves** and **-s** to form plurals. For example, *scarf* – *scarves/scarfs*, *hoof* – *hooves/hoofs*, *dwarf* – *dwarves/dwarfs*, etc.

2. Fill in the blanks with the correct plural form from brackets.
- (a) There are seven _____ (*zeros/zeroes*) in a crore.
 - (b) The carpenter made two new _____ (*shelvs/shelves*) to keep the _____ (*books/bookes*).
 - (c) There are several _____ (*studios/studioes*) in the area to get your _____ (*photoes/photos*) clicked.
 - (d) Kavya got stung by _____ (*bees/bies*) and _____ (*waspes/wasps*).
 - (e) The _____ (*babys/babies*) were excited to see the _____ (*cuckooes/cuckoos*) in the zoo.
 - (f) Shut the _____ (*doors/doores*), or the _____ (*monkeies/monkeys*) will enter the house.
 - (g) The two _____ (*pianoes/pianos*) weigh more than a hundred _____ (*kiloes/kilos*).
 - (h) All the renowned _____ (*cheves/chefs*) advise using different _____ (*knifs/knives*) to cut different _____ (*vegetablvs/vegetables*).

Now, look at the following sentences.

The *mice* ate the cake at night.

The *children* wanted to have ice cream.

Seven *women* got injured in the accident.

In these sentences, the words *mice*, *children* and *women* are the plural forms of *mouse*, *child* and *woman*, respectively. These words do not follow a specific rule while changing to their plural forms. Such plural forms are called **irregular plurals**.

The plural nouns that are formed without following any rule are called **irregular plurals**.

Examples:

We should brush our *teeth* twice a day.

Wash your *feet* before you enter the room.

The villagers used *oxen* to pull carts.

- The plural form of some nouns is completely different from their singular form. For example, *child* – *children*, *goose* – *geese*, *mouse** – *mice*, etc.

*The plural of *mouse* is *mouses* when it refers to the computer device.

- Some words such as *deer*, *aircraft*, *moose*, *hair**, *fish** have the same singular and plural forms.

*We can also make their plural forms in the following way:

There are different kinds of fishes in the pond. (Plural to indicate a variety)

My father has five grey hairs. (Plural to indicate a number)

Here are a few more points to remember about singular and plural nouns.

- Sometimes proper nouns can have plural forms. For example, if there are three students in a class by the name John, we can say *the three Johns in the class*.
- Some collective nouns appear singular, but they are plural in meaning and usage such as *cattle*, *police*, *cavalry*, *people**, *clergy*, *gentry* and *poultry*.

*We can use *peoples* to indicate people of different ethnicities.

- Nouns denoting a specific quantity or amount are considered singular. For example, *five dozen bananas*, *two hundred rupees*, *one thousand people*, *thirty million men*, *two kilometres*, etc. However, we can use them as plural nouns too.

Examples:

Dozens of bananas were sold.

Hundreds of birds gathered on the rooftop.

- Nouns made of paired items are considered plural. For example, *jeans*, *pants*, *binoculars*, *glasses*, *spectacles*, *tongs*, *socks*, *trousers* and *scissors*. Generally, we use such words with *a pair of*. For example, *Nishant bought a pair of jeans and four pairs of shorts*.
- Some nouns do not have a singular form. For example, *valuables*, *belongings*, *eatables*, *wages*, *luggage*, *alms*, *innings*, *mathematics* and *measles*.
- Nouns such as *petrol*, *gold*, *butter*, *iron*, *milk*, *silk*, *cotton*, *wood**, *paper**, *water* and *cheese* do not have a plural form.

*We can use *woods* for different varieties of wood or for forest; *papers* for documents; and *waters* for water in a particular river, lake or ocean.

- Abstract nouns such as *wisdom*, *kindness* and *satisfaction* are uncountable and thus do not have plural forms. However, some abstract nouns can have plural forms.

Examples:

The mountaineer encountered several *difficulties* on her way down.

The students have high *hopes* of scoring good marks this time.

Everyone appreciated his innovative *ideas* and management *skills*.

I have had bad *experiences* of telling *lies*.

- Compound words form their plurals by adding **-s** to the principal noun or changing the principal noun itself. For example, *sister-in-law* – *sisters-in-law*, *man-of-war* – *men-of-war*, *stepfather* – *stepfathers*, etc. However, there are some exceptions to this rule such as *cupful* – *cupfuls* and *grown-up* – *grown-ups*.
- Many words in English have been borrowed from other languages. The following table shows words from languages such as Greek and Latin with their plural forms. Words with asterisk (*) have different plurals in English and Latin.

Singular	Plural *	Singular	Plural (English/Latin)
agendum	agenda	focus*	focuses/foci
appendix	appendices	index*	indexes/indices
curriculum	curricula	stadium*	stadiums/stadia
formula	formulae	syllabus*	syllabuses/syllabi
criterion	criteria	antenna*	antennas/antennae
phenomenon	phenomena	gymnasium*	gymnasiums/gymnasia

*Some of the words such as *appendix* and *curriculum* have other plural forms also.

3. Form plurals of nouns given in the box below and put them in the correct column of the table.

beach	axis	class	information
cactus	deity	radius	satisfaction
journey	crisis	ruby	furniture

Add -s	Add -es at the end	Replace y with -ies	Drop us and add -i	Always Singular	Replace is with -es

4. Complete the sentences with the plural forms of nouns given in the box below.

thief	child	month	mouse	ring
spectacles	deer	woman	proof	noise
foal	box	volcano	series	dish

- (a) A cloud of smoke and ash erupted from the _____.
- (b) Sheetal saw seven _____ scamper by.
- (c) The media house has announced the release of three web _____ in the upcoming _____.
- (d) The _____ stole all the silver _____ they found in the house.
- (e) The _____ got scared by the _____ that came from the other room.
- (f) The _____ ran into the forest while the _____ were chased by the wolves.
- (g) The _____ put a pair of _____ and two _____ in the _____.

5. Rewrite the sentences after changing the forms of the nouns: singular to plural and plural to singular. Make other necessary changes. One has been done for you.

- (a) My friend played the piano.
My friends played the pianos.
- (b) The lady was dressed in her best gown.
- (c) The singer sang a melodious song.
- (d) The hoof of the horse had a nail in it.
- (e) The building had one storey with only one room.
- (f) The analysis made by the student was not accepted by the teacher.
- (g) The carpenter used the electric saw to work on the bookshelf.
- (h) The voter is required to carry their photo identity card to the polling booth.



6. Identify the errors and rewrite the following sentences correctly.
- (a) The dentist pulled out the aching tooth.
 - (b) He refused to give anything to his stepdaughter.
 - (c) I deeply admire the poetry of John Keats.
 - (d) Amisha wants to complete her education before starting her own business.
 - (e) This crisis will cripple the official machinery.
 - (f) Judy cut the tomatoes into two halves and sprinkled a pinch of salt on them.
 - (g) Renish bought books with stories about fairies and elves.
 - (h) The oxen and the deer were hiding behind the bushes.
 - (i) The chefs need two dozens bananas and two jars of honey to make a hundred pancakes.

Recap

- A noun is **singular** when it indicates only one person, place, animal or object, and **plural** when it indicates more than one person, place, animal or object.
- The plural nouns that are formed following certain rules are called **regular plurals**. For example, we add **-es** to nouns ending with **o, s, ss, x, ch** or **sh** to form plurals (*boss – bosses*). We replace **y** with **-ies** to form plurals of nouns ending with a consonant + **y** (*city – cities*).
- The plural nouns that are formed without following any rule are called **irregular plurals**. Either the plural form is completely different or just the same as singular form. For example, *child – children, aircraft – aircraft*, etc.

3

Nouns

Gender



Read the following sentences.

Vivek goes to *school* with his *sister*.

My *grandfather* goes to the *park* daily.

Is your *friend* coming for *dinner*?



All the words in red in the sentences above are common nouns. Common nouns can be categorised into four genders.

- Masculine gender
- Feminine gender
- Neuter gender
- Common gender

Look at the following sentences.

The *priest* blessed the *boy* after the prayer.

The *lion* was chasing the *stag* in the field.

The *king* will meet the *prince* in the throne room.

In these sentences, the nouns in red stand for males. Such nouns are of the **masculine gender**.

Nouns that stand for boys, men or male animals are said to be nouns of the **masculine gender**.

Examples:

The *man* scolded his *son* for lying to him.

The *groom* was accompanied by his *brother*.

The *gentleman* asked the *waiter* for the menu.

Now, look at the following sentences.

The *priestess* blessed the *girl* after the prayer.



The *lioness* was chasing the *hind* in the field.

The *queen* will meet the *princess* in the throne room.

In these sentences, the nouns in red stand for females. Such nouns are of the **feminine gender**.

Nouns that stand for girls, women or female animals are said to be nouns of the **feminine gender**.

Examples:

The *woman* scolded her *daughter* for lying to her.

The *bride* was accompanied by her *sister*.

The *lady* asked the *waitress* for the menu.

Note: In modern English, a lot of gender-neutral words are used to avoid specifying gender and thus falling into gender stereotypes. For example, *spouse* for husband/wife, *person* for man/woman, *server* for waiter/waitress, *horse* for stallion/mare, *author* for both male and female authors, *poet* for both poet and poetess, etc.

- Underline the masculine nouns and circle the feminine nouns in the following sentences.
 - Shivam's uncle is always very helpful.
 - Ladies and gentlemen, the show is about to begin!
 - The wicked duchess had her husband thrown into the dungeon.
 - Prashant has been given the Salesman of the Year award.
 - My brother will go to Visakhapatnam, not my sister.
 - Seven ducks and two drakes were swimming in the pond.
 - The wizard cast a spell on the dog and it became a ram.
 - The goddess granted three wishes to the priestess and her father.

Let's look at the following table.

Masculine	Feminine
My <i>friend</i> is on his way home.	My <i>friend</i> is on her way home.
He is the lead <i>singer</i> of the band.	She is the lead <i>singer</i> of the band.
The <i>principal</i> couldn't come as he was unwell.	The <i>principal</i> couldn't come as she was unwell.

In the left column, the nouns in red, namely *friend*, *singer* and *principal* are used to refer to males. On the other hand, the same words in the right column are used to refer to females. Such nouns are said to be of the **common gender**.

The nouns used for both males and females are said to be of the **common gender**.

Examples:

The *organiser* was praised by everyone.

The *animals* were drinking water from the pond.

Pallavi will meet her *cousin* at the airport.

Now, look at the following sentences.

Siddharth loves to watch horror *movies*.

I forgot my *umbrella* in the *office*.

Whose *laptop* is lying on the *table*?

In these sentences, the nouns in red denote nonliving or inanimate objects. These objects are neither male nor female. Such nouns are said to be of the **neuter gender**.

Nouns that are neither male nor female are said to be of the **neuter gender**. Nouns that denote inanimate objects belong to this category.

Examples:

Ravi put the *apples* on the *plate*.

I like to sit on the *sofa* and read *books*.

A rolling *stone* gathers no *moss*.

- Though collective nouns such as *army*, *crowd*, *team* and *flock* are used to signify collections of living beings, they are classified as neuter gender nouns.
- Abstract nouns such as *kindness* and *laughter* are considered to be of neuter gender.
- Plants, though living, are not thought of as male or female and are treated as neuter gender nouns.
- Sometimes, in stories and narratives, nonliving things are personified, that is, they are spoken of as if they are living beings. Then, they are regarded as male or female. Ships and countries are considered to be of feminine gender. For example, *the ship sank after she hit a massive block of submerged ice*.

2. Underline the common gender nouns and circle the neuter gender nouns in the following sentences.
- Amisha prepared three kinds of fruit lemonades for her friends.
 - Please serve the food to the guest.
 - She bought some fresh flowers from the florist.
 - The chief guest is lighting the lamp on the stage.
 - The boxer thinks that courage lies in facing one's fears, not running away from them.
 - The photographer was taking pictures using his new professional camera.
 - The minister arrived in a luxury car to the assembly hall.
 - This school has the best English faculty.

Let's see how feminine gender nouns are formed from masculine gender nouns.

- Some masculine nouns can be converted to their feminine gender form by adding **-ess** to them.

Masculine	Feminine	Masculine	Feminine
shepherd	shepherdess	heir	heiress
lion	lioness	baron	baroness
priest	priestess	count	countess

However, we introduce changes to some nouns while adding **-ess** to convert them to the feminine gender.

Masculine	Feminine	Masculine	Feminine
god	goddess	governor	governess
waiter	waitress	tiger	tigress
emperor	empress	master	mistress

- In most cases, entirely different nouns are used for masculine and feminine gender. Since they do not follow any rules, the gender forms have to be learnt.

Masculine (people)	Feminine (people)	Masculine (animal)	Feminine (animal)
boy	girl	bull/ox	cow
father	mother	gander	goose
husband	wife	drake	duck

Masculine (people)	Feminine (people)	Masculine (animal)	Feminine (animal)
man	woman	stallion	mare
nephew	niece	rooster	hen
son	daughter	buck	doe
king	queen	cob	pen

- In the case of compound nouns (nouns formed by joining two words), the gender can be changed by changing the part that denotes the gender of the noun.

Masculine	Feminine	Masculine	Feminine
grandfather	grandmother	peacock	peahen
landlord	landlady	fisherman	fisherwoman
milkman	milkmaid	stepson	stepdaughter
salesman	saleswoman	manservant	maidservant

- Forms of addressing people are different for males and females.

Masculine	Feminine	Masculine	Feminine
Mr	Mrs/Ms	sultan	sultana
czar	czarina	viceroy	vicereine
signor	signora	monsieur	madame
sir	madam	lord	lady

- Look at the given words. Write them in the correct columns in the table below.

book	tigress	husband	student	shirt	niece
cousin	heiress	groom	lawyer	nun	bouquet
bull	bucket	mare	artist	mother	minister
neighbour	viceroy	house	rooster	village	bachelor

Masculine	Feminine	Neuter	Common

4. Complete each of the following sentences with an appropriate word from the box. Write *N* for neuter gender nouns and *C* for common gender nouns in brackets.

pack	shopkeeper	party	participant	table
trees	animals	houses	singer	friend

- (a) There are a lot of _____ () around my hostel.
- (b) The _____ () closed the shop quite early today.
- (c) Have you booked a _____ () for four in that restaurant?
- (d) The _____ () was so excited to sing an original song.
- (e) She threw a surprise _____ () for me on my birthday.
- (f) My _____ () lives just three _____ () down the lane.
- (g) The teacher congratulated each _____ () for the wonderful performance.
- (h) A _____ () of wolves attacked the _____ ().
5. Fill in the blanks with the feminine or masculine gender of the nouns given in brackets.
- (a) The _____ (*sow*) nibbled the jackfruit happily.
- (b) The _____ (*duke*) was getting ready for the royal ceremony.
- (c) The _____ (*stallion*) fell on the ground and got injured.
- (d) The _____ (*steward*) is expected to arrive anytime soon.
- (e) The movie was based on the life of a _____ (*countess*).
- (f) The _____ (*fisherwoman*) fed the _____ (*drakes*) before casting the net.
- (g) The _____ (*boy*) requested the _____ (*gentleman*) not to jump the queue.
- (h) My _____ (*father*) and _____ (*brother*) visited my _____ (*grandmother*) in Mumbai.
6. Rewrite the following sentences by changing the masculine nouns to feminine nouns and vice versa. Make other necessary changes too.
- (a) The milkman will be late today.
- (b) My grandfather has three brothers.
- (c) The hunter aimed at the doe.
- (d) Pritam owns a bull, a mare and a rooster.

- (e) The heroine will play the role of a witch in the movie.
- (f) My father is a better cook than my mother.
- (g) The boy suggested his father contact the landlord for further details.
- (h) The queen declared the prince the heir to the throne.

7. Read the following sentences. Frame correct sentences from each one of them. One has been done for you.

- (a) The headmistress called the students to his office.

The headmaster called the students to his office.

The headmistress called the students to her office.

- (b) He is the Duchess of Cambridge.
- (c) That nun is a very superstitious man.
- (d) The hero of this movie is my sister.
- (e) The hen quickly ran towards his chicks.
- (f) That boy grew up into a responsible woman.
- (g) My nephew is the wealthiest woman in the city.
- (h) His mother works part-time as a salesman.

Recap

Common nouns can be categorised into four genders.

- **Masculine gender:** *husband, lion, fisherman*
- **Feminine gender:** *wife, lioness, fisherwoman*
- **Common gender:** *friend, animal, shopkeeper*
- **Neuter gender:** *school, stones, kindness, army*



Look at the following sentences.

There is *a* spider near *the* fridge.

Mohit saw *an* elephant in *the* farm.

The Starry Night is *a* very famous painting.

In the sentences above, *a*, *an* and *the* point out the nouns *spider*, *fridge*, *elephant*, *farm*, *Starry Night* and the noun phrase *very famous painting*. They also indicate whether the noun being referred to is specific or generic. *A*, *an* and *the* are the three **articles** in English.



Articles *a*, *an* and *the* are used before a noun or noun phrase and tell us whether the noun or noun phrase refers to something specific or generic.

Examples:

Amisha ate *a* banana and *a* pear before lunch.

My mother wants to buy *an* oven.

I lost *the* hard disk you gave me yesterday.

Now, look at the following sentences.

Paritosh gave me *a* book to read.

She wanted *a* tablet as her birthday present.

Have you ever seen *an* ostrich egg?

In the sentences above, the articles *a* and *an* are used before singular countable nouns or noun phrases: *book*, *tablet* and *ostrich egg*. Moreover, these nouns are not specific or definite. It could refer to any book, any tablet or any ostrich egg. Thus, *a* and *an* are the two indefinite articles.



The indefinite articles *a* and *an* are used to introduce or refer to an unspecified singular countable noun.

Examples:

He realised that it was a terrible decision.

Hishma's aunt is an English teacher.

I forgot to carry an umbrella with me.

In order to determine if we should use *a* or *an*, we need to check the pronunciation rather than the spelling of the word following the article. *A* is used before words that begin with a consonant sound (even if they begin with a vowel, in writing), and *an* is used before words that begin with a vowel sound (even if they begin with a consonant, in writing).

Examples:

Tanvi went to a supermarket an hour ago.

Can you give an example of a universal truth?

I worked for an NGO for a year.

1. Use *a* or *an* before the following nouns correctly.

_____ aircraft	_____ basketball	_____ heir	_____ island
_____ street	_____ European	_____ oven	_____ dancer
_____ uniform	_____ library	_____ eagle	_____ umpire

Let us look at the following sentences.

I found a seashell on a beach. The seashell was very big and beautiful.

Tisha had to return the book.

The dog we found yesterday is with Abhinav now.

In the first example, *the* is used before *seashell* as it has already been introduced in the previous sentence. In the other two examples, *the* suggests that the speaker is talking about a particular book and a particular dog, both of which are already known to the listener.

The is the only definite article in English. It indicates a particular noun that has been mentioned before or is already known to the listener. It can be used before singular as well as plural nouns.

Examples:

He picked a tomato from *the* basket. *The* tomato was rotten.

This is *the* lady who delivered *the* talk yesterday.

Put *the* laptop inside *the* bag.

2. Fill in the blanks with suitable articles.

- (a) Our science teacher gave us _____ difficult test today.
- (b) _____ car that he bought _____ month ago has _____ unique design.
- (c) They opened _____ bank account in _____ bank next to their house.
- (d) My sister has gone for _____ interview to Mumbai. _____ interview will take place in _____ university.
- (e) I saw _____ umbrella at _____ shop yesterday. _____ umbrella had colourful dots all over it.
- (f) Sanju saw _____ white dog and _____ orange cat at _____ pet shop. _____ shop had other animals as well, including _____ tortoise, _____ eagle and _____ lovebird.
- (g) _____ new student has joined our class. She left behind _____ book on her desk. Today, when _____ girl returned, she was looking for _____ book.
- (h) Kamal dropped _____ ten-rupee note at _____ station. _____ porter saw _____ note and gave it to him. _____ porter was _____ honest person.

Let's learn the usage of the definite article *the*.

- We use *the* if the noun being spoken about is one of a kind. For example, *the earth*, *the moon*, *the Tropic of Cancer*, *the sky*, *the rain*, *the India Gate*, etc.
- We use *the* before superlative adjectives and superlative adverbs. For example, *the tallest building*, *the most beautiful place*, etc. However, there are some exceptions to this rule.

Examples:

Ashoka *the* Great was an emperor of the Maurya Dynasty. (Before positive degree)

I will buy *the* larger bed you showed me before. (Before comparative degree to indicate a particular thing)

The bigger, *the* better. (Before comparative degree)

She works best in a peaceful environment. (Not before superlative adverb as the same action of working is compared in different situations)

- We use *the* with an entire group or class of people or animals, as well as with people of a country.

Examples:

The peacock is a graceful bird.

The divide between the rich and the poor should be erased.

The French love to use a lot of butter for cooking.

Note: When *the* is used to represent an entire group or class of animals, the noun is used as singular. However, in the case of people of a country, the noun is used as plural. In the examples given above, *peacock* is used as a singular noun, whereas, *French* is used as a plural noun.

- We use *the* before geographical areas and features such as mountain ranges, deserts, forests, gulfs, groups of islands, oceans, seas, rivers and the four directions. For example, *the Middle East*, *the Aravalli Range*, *the Thar Desert*, *the Sunderbans*, *the Gulf of Mexico*, *the Bahamas*, *the Atlantic Ocean*, *the Amazon*, *the east*, etc.
- *The* is used before names of countries in plural or with countries that have the words kingdom, republic or states in their names. For example, *the Netherlands*, *the Republic of Ireland*, *the United States of America*, etc. The two exceptions are *Barbados* (plural without *the*) and *the Gambia* (singular with *the*).
- We use *the* with time expressions, such as *in the evening* and *in the seventies*.
- We use *the* with services, systems, government bodies, and names of organisations, such as *the metro*, *the police*, *the Ministry of Defence* and *the United Nations*. Sometimes, *the* is used in names of newspapers such as *The Times of India*.

Note: Most newspapers such as *The Hindu* and *The Guardian* have *the* as an integral part of their names. Also, there are certain newspapers that do not have *the* in their names such as *Daily News* in the USA and *Navbharat Times* in India. In both the cases, we do not use *the* before the names of newspapers.

- We use *the* before names of holy books and epics, such as *the Quran*, *the Ramayana* and *the Iliad*.
- *The* is used before family names in the plural. For example, *the Kapoors*, *the Khans*, etc.
- We use *the* before titles, ranks and honours, such as *the President of India*, *the Principal* and *the Padma Shri*.

- We use *the* before names of musical instruments. For example, *Komal can play the guitar.*
- *The* is used before adjectives such as *first, last* and *only*. For example, *on the second floor, the only child of his parents*, etc.
- We use *the* before names of trains, ships and aeroplanes. For example, *the Rajdhani Express, the Bismark* (a ship), *the Supermarine Spitfire* (an airplane), etc.
- We use *the* with some particular nouns. For example, *listen to the radio, watch the news.*
- *The* is generally used before names of hotels, resorts and restaurants such as *the Kohinoor Hotel* and *the Water Front*.
- When two or more adjectives are used in the same sentence for the same noun, the article is used before the first adjective only. However, when different adjectives refer to different nouns, we use articles before each adjective. This rule applies to all the three articles.

Examples:

He bought a black and blue tie. (Only one tie is referred to.)

He bought a black and an orange tie. (There are two ties – a black one and an orange one.)

He bought the black and the orange ties. (There are two ties – a black one and an orange one.)

3. Fill in the blanks with the correct options from brackets.

- They are listening to _____ (*a/the*) news on _____ (*a/the*) radio.
- Aruna is _____ (*a/the*) _____ (*younger/youngest*) player in the team.
- _____ (*a/the*) _____ (*Verma/Vermas*) live on _____ (*an/the*) first floor.
- I saw _____ (*a/the*) Chief Minister of Punjab at _____ (*an/the*) Taj recently.
- _____ (*a/the*) Bharat Ratna is _____ (*a/the*) highest civilian award of India.
- _____ (*an/the*) old man usually has _____ (*a/the*) cup of tea in _____ (*an/the*) evening.
- In _____ (*a/the*) remote village, there lived _____ (*a/the*) _____ (*prince/princes*) who wanted to travel around _____ (*a/the*) world.
- _____ (*a/the*) Ganga originates from _____ (*a/the*) Himalayas as _____ (*a/the*) clean river. However, it becomes _____ (*the/an*) extremely polluted one as it travels towards _____ (*a/the*) Bay of Bengal.

Now, look at a few instances where we do not use articles.

- We do not use articles with names of months, seasons, subjects/disciplines, sports and meals, when referred to in a generic sense. For example, we don't say *on a Monday, in an October, in a winter, good at a maths, play the tennis, before a lunch*, etc. However, articles are used with meals if we refer to a particular meal or use an adjective before a meal.

Examples:

*I don't like **the** breakfast given at my hostel.*

*They had **a** late lunch today.*

- We do not use articles with names of people, unless they are used as common nouns.

Examples:

*Sachin Tendulkar is **a** legendary batsman. (not, *the Sachin Tendulkar*)*

*I want to be **a** Tendulkar when I grow up. (Here, *Tendulkar* means a cricketer like Sachin Tendulkar.)*

*Arjun is **the** Tendulkar of our team. (Here, *Tendulkar* means a cricketer like Sachin Tendulkar.)*

- We do not use articles with relation words when they act as proper nouns. For example, *mother asked me to get some milk from the market.* (not, *a/an/the mother*)
- We do not use **a** or **an** before plural or uncountable nouns, and **the** before uncountable nouns, when used in a generic sense.

Examples:

*The child loves to play with **the** dolls. (not, *a dolls*)*

*There is some water on **the** floor. (not, *a water*)*

*Honey is **a** natural sweetener. (not, *the honey*)*

However, if the reference is to specific uncountable nouns, we use **the** before them. For example, ***the** honey you sent me is of **the** highest quality.*

In certain expressions, we use **a** before an uncountable noun. For example, *what **a** pity/shame/nuisance!*

- When someone goes to a place every day or stays there for a particular period of time, the place becomes synonymous with its regular activities. In such cases, we do not use any article before the names of places such as *school, college, university, church, bed, hospital* and *prison*, when preceded by the verb *go*. For example, we don't say *I go to the school every day.*

However, when we specifically refer to a building or an object and not an activity, we use articles.

Examples:

I visit *the* temple sometimes.

My mother comes to *the* school sometimes to pick me.

- We don't use articles in some expressions. For example, *to send word, to set foot, to set fire, to leave home, go by bus, feel at home, be on duty*, etc.
4. Write *the* where required and put a cross mark (×) where it is not required.
- (a) _____ teacher praised _____ presentation I made on _____ Tuesday.
 - (b) Rabindranath Tagore received _____ Nobel Prize in _____ 1913.
 - (c) _____ post office near my house closes at _____ 8 p.m.
 - (d) During _____ winter, _____ birds migrate from _____ north to _____ south.
 - (e) _____ water and _____ air are essential for _____ life.
 - (f) _____ Uncle is planning to go to _____ United Arab Emirates soon.
 - (g) In ancient times, _____ people used to send _____ messages using _____ pigeons.
 - (h) You should go to _____ Darjeeling in _____ October when _____ sky is extremely clear, especially in _____ morning.
5. Identify the errors and rewrite the following sentences correctly. One has been done for you.
- (a) Rajesh used to go to the school by the bus.
Rajesh used to go to school by bus.
 - (b) The film depicted untold story about unknown hero.
 - (c) Bible is a sacred book of Christians.
 - (d) Rakul saw a smoke coming out of an house.
 - (e) Karan will play the football a two hours after the lunch.
 - (f) Philippines is the group of the islands, situated in the western Pacific Ocean.
 - (g) Mridul was a first person to reach an venue on the time.
 - (h) I saw an programme on the television about dangers to an environment. Then, I also read a article on how to prevent them.

6. Use the following words to make meaningful sentences. Remember to use articles wherever required. One has been done for you.

(a) Kashish/play/piano/not/tabla

Kashish can play the piano, but not the tabla.

(b) diamond/one/toughest/things/earth

(c) Dr Abhay/best/teacher/entire faculty

(d) My mother/teacher/father/MP

(e) Tamil Nadu/state/south/India

(f) grandfather/planted/rose/neem/saplings/garden

(g) You/need/egg/orange/make/cake/batter

(h) Sharmas/new house/Gateway of India.

Recap

- The articles *a*, *an* and *the* are used before nouns or noun phrases and tell us whether they refer to something specific or generic.
- The indefinite articles *a* and *an* are used to introduce or refer to an unspecified singular countable noun. *A* is used before words that begin with a consonant sound, and *an* before words that begin with a vowel sound. For example, *I saw a lion and an elephant fighting with each other.*
- The article *the* refers to a particular noun that has been mentioned before or is already known to the listener. For example, *the pen you were looking for is with me.* It is also used before unique nouns, superlatives, geographical areas, titles, holy books, etc.



Read the following sentences.

*My brother had planted **those** colourful flowers in memory of **our** grandmother.*

*The films by Satyajit Ray are being screened at **the** International Film Festival.*

*I had never seen so **many** bats on **a** tree before.*

In the first sentence, the possessive adjectives **my** and **our** determine the relationship of the speaker with the nouns *brother* and *grandmother*, respectively. **Those**, on the other hand, specifies the *flowers* that are mentioned in the sentence. Similarly, **the** is used in the second sentence to specify a particular *Film Festival* and *films* made by a particular filmmaker. In the third sentence, **many** and **a** help determine the number of *bats* and *tree*. Such words that specify or determine the nouns that follow them are known as **determiners**.

Determiners are words that introduce a noun or a noun phrase in a sentence. They are used to specify or quantify a noun.

Examples:

*My parents spent **a few** years travelling across **the** Nile.*

***These** books were donated by **the** Cultural Society of India.*

***Which** team are you supporting in **the** upcoming football tournament?*

Note: A phrase that functions as a noun in a sentence is called a noun phrase. The head word of a noun phrase is a noun with other modifiers before or after it. For example, *this yellow bag is mine.* (*This yellow bag* is a noun phrase where **this** is a determiner.)

Note: Both adjectives and **determiners** are placed before nouns. However, adjectives provide extra information about the nouns while determiners only specify or quantify them. **Determiners** do not change their form like adjectives. They can also be placed before adjectives or other words that modify nouns. For example, *my old grandmother*, *these beautiful butterflies*, etc.



Determiners can be classified into two categories.

- Specific determiners
- General determiners

Let us read the following sentences.

Her sister baked a cheesecake for *the* party.

The project files on *that* table have been corrected.

The police have towed *your* car as it was parked on *the* wrong side of *the* road.

The words *her*, *that* and *your* in the above sentences talk about specific persons (*sister*) or things (*table*, *car*). Similarly, *the* is used to indicate a definite event (*party*), things (*project files*), people (*police*) and place (*wrong side* and *road*). Such determiners are known as **specific determiners**. Some specific determiners are *his*, *their*, *this*, etc.

Examples:

My cousin studies at *the* Institute of Rural Management.

These interns will be working closely with *the* government officer.

Swara is going to Bihar to meet *her* parents.

Read the following sentences.

Several representatives from South Asia participated in the global economic forum.

The lifts were installed in *every* building of the office.

The principal appreciated the efforts of *all* the students during exams.

In the above sentences, the words *several*, *every* and *all* talk about unspecified people (*representatives*, *students*) and things (*building*) as they do not indicate a particular person, group or object. Such determiners that are used to talk about people and things in general are known as **general determiners**. Some general determiners are *a*, *an*, *most*, *either*, etc.

Examples:

Khaja gifted *a* money plant to his sister on her birthday.

Most people are unaware of the adverse effects of *an* unbalanced diet.

It is *a little* colder in Munnar at the time of Christmas.

1. Underline the determiners in the following sentences. Write S for specific determiners and G for general determiners.

(a) It is often said that a little knowledge is a dangerous thing. _____

(b) Standing by the sea, I wondered how strong those waves were. _____

(c) That mathematical problem was so simple, any of us could have easily solved it. _____

- (d) Her dog is extremely friendly towards everyone. _____
- (e) The food was burning in front of you and you didn't do anything about it! _____
- (f) My birthday is only a few days away and my excitement knows no bounds! _____
- (g) We have just moved to Bangalore from another city. _____
- (h) For my mother's birthday, I got her some nice gifts. _____

Determiners can further be divided into six categories.

- Articles
- Possessive adjectives
- Demonstratives
- Distributives
- Quantifiers
- Interrogatives

Look at the following sentences.

We found *an* umbrella under *the* table.

The organisers installed *a* giant wheel for *the* fair.

I saw *a* monkey on that branch. *The* monkey stole *the* banana from my hand.

In the first and second sentences, the indefinite articles *an* and *a* are used with the singular countable nouns *umbrella* and *giant wheel*, respectively. These articles tell us about the number of things in general. The definite article *the*, however, is used in the above sentences to indicate specific nouns (*table*, *organisers*, *fair*, *monkey* and *banana*). In the third sentence, *a* is used to identify the number of monkeys seen by the speaker. However, *the* is used in the second part of the third sentence to refer to the noun *monkey* that is mentioned previously. When a noun is repeated, we use *the* instead of *a* or *an*.

Examples:

A woman complained against *the* boys creating ruckus on *the* road.

In ancient Sanskrit literature, *the* Indian Ocean was referred to as 'ratnakara', which means '*the* creator of jewels'.

The citizens of this country need a government that will focus on providing employment.

2. Fill in the blanks with *a*, *an* or *the* as required in the following paragraph. Put a cross mark (✕) in the blanks where a determiner is not required.

Every year our family plans _____ trip to _____ exciting and new destination. This year too, we were ready to explore _____ beautiful country of Bhutan. _____ first thing I noticed about _____ Bhutan was its cleanliness. There was _____ immense sense of respect towards nature in all of Bhutan's residents. I later found out that

in Bhutan, _____ national goal is to make sure that all of its citizens are happy. Hence, they measure _____ country's development through _____ index named *Gross National Happiness*. I was so amazed to know this! Bhutan is also _____ only country in _____ world that is carbon negative. Most countries produce larger amounts of _____ carbon dioxide than their trees can absorb. Bhutan, however, still has _____ enormous forest cover, which ensures that it absorbs more carbon dioxide than it produces! While walking through _____ streets of Bhutan, I remember inhaling deeply because I knew _____ air I was breathing was fresh and unpolluted. I left Bhutan with _____ memories of _____ wonderful nation that lived in harmony with _____ nature.

Let us look at the following sentences.

Shoaib and *his* grandparents are on *their* way to Nellore.

You need to work on *your* analytical skills to be a good debater.

We almost missed *our* flight to Tehran due to traffic.

In the first sentence, *his* marks the relationship between Shoaib and grandparents. *Their* answers the question, *whose way* and determines the relationship between Shoaib and *his* grandparents and the way. Similarly, in the second and third sentences, *your* and *our* answer the questions, *whose analytical skills* and *whose flight*, respectively and thus determine the relationship between people (*you, we*) and things (*analytical skills, flight*). Such words that mark relationships or show ownership are known as **possessive adjectives**.

Examples:

I lost *my* phone in the bus on *my* way to Pune.

The mad dog was chasing *its* tail around.

I ran into *your* mother while shopping in the supermarket.

Note: Possessive adjectives (*my, our, your, its, their*) highlight the relationship between people or things, show ownership and are placed before nouns. Possessive pronouns (*mine, ours, yours, theirs*), on the other hand, are used in place of nouns in sentences and hence are not determiners.

Examples:

Our papers have been corrected. (*Our* – determiner)

Ours have been corrected.

Papers have been corrected. (*Ours* is the possessive pronoun that can be replaced with a noun.)

Observe the following sentences.

The article published in *this* magazine was extremely biased.

Those questions need to be verified before we use them in the assessment.

That book has been written by Ruskin Bond.

In the first sentence, *this* is used to point out the singular noun *magazine* and indicates that the object is near the speaker. In the second and third sentences, *those* and *that* mark the objects as being far from the speaker where *those* is used before the plural noun *questions* and *that* points out the singular noun *book*. The words that are used to point out nouns and indicate the distance of the nouns from the speaker are known as **demonstratives**. *This* and *these* are used for objects nearby while *that* and *those* are used for objects far in terms of place and time from the speaker. They also highlight whether the objects are singular (countable and uncountable) or plural (countable).

Examples:

Those trees were planted by students under the government's tree-planting program, Haritha Haram.

My sister bought *these* cookies from a bakery near her office.

This milk stinks, please do not drink it.



3. Complete the dialogue using appropriate possessive adjectives and demonstratives.

Ashmita: Hey, Payal! I am extremely sorry to bother you this late at night, but did you see _____ phone anywhere? I can't find it.

Payal: Hey! Are you sure you carried _____ phone with you to the restaurant? I don't remember seeing you use _____ phone at all during dinner.

Ashmita: I am sure that I carried it to the restaurant. Do you think I should ask Rahul or Isha? Maybe I left it in _____ car.

Payal: Yes, you could do that. This is the problem with phones _____ days. You can't fit them in pockets and they tend to get misplaced. Oh! You could also ask _____ other friends who came today if they saw a phone lying somewhere.

Ashmita: I wish I could, but unfortunately, in the midst of celebrations, I couldn't even meet all _____ friends, let alone speak to them. Did you speak to Anna? She had come all the way from London to meet us.

Payal: I did! She seems very happy with _____ job. She even gave us _____ delicious cookies.

Ashmita: That's amazing! I wish I could have spoken to her. Oh! I completely forgot about _____ phone, yet again! I have to go look for it.

Payal: Oh, yes! We got carried away with small talk. I'll make a call to the restaurant. Maybe _____ staff will know something about your phone.

Ashmita: Thank you so much! I'll head back to _____ home now. It's getting late.

Payal: No problem! I shall let you know if I get to know something.

Let us observe the following sentences.

Each participant will get five minutes to give a speech.

People were inspired by *every* word spoken by Netaji Subhash Chandra Bose.

Neither of the theories we came up with about the end of the series was correct.

In the first sentence, *each* is used to address a group of participants, pointing out the individual participants within the group. In the second sentence, *every* is used to refer to the words as a group as well as individually. However, unlike *each*, *every* is used to emphasise the larger group; in this case, all the words spoken by Netaji. In the third sentence, *neither* refers to the two theories, both of which are implausible or negated. While words such as *each* and *every* simultaneously refer to a larger group and individuals or objects within the group, *either* and *neither* are used in accordance to two options. Such words are known as **distributives**.

Examples:

Neither of the candidates is eligible to be the next Head Boy of the school.

The buses commute from Panjagutta to Yousufguda checkpoint *every* twenty minutes.

The ramp needs to be built on *either* of the entrances to help the differently abled.

Note: *Either* can have two meanings based on the context it is used in.

Examples:

The coach has asked *either* one of you to take the responsibility of the sports equipment.

Either of the paths will take you to Karol Bagh.

In the first sentence, *either* indicates that any one of the two players can be considered.

In the second sentence, *either* indicates that both the paths can be considered.

4. Fill in the blanks using appropriate distributives.

(a) _____ of the books written by him is worth reading at least once.

(b) I am sure _____ of them is aware that the date of submission has already passed.

- (c) _____ one of my classmates was excited about the trip. But _____ Shivani nor I was very keen.
- (d) Aradhana is a healthy person. _____ morning, she goes jogging. _____ Sunday, she practises yoga.
- (e) _____ of these book clubs will win this year's Best Club prize.
- (f) My sister went for taekwondo classes _____ evening during the vacation.
- (g) _____ of us could go for the party as we both were unwell.
- (h) This apartment is very spacious. _____ floor has a minimum of three balconies. The bedrooms on _____ floor has attached bathrooms.

Read the following sentences.

*There are **some** chocolates in the refrigerator for everyone.*

*A newborn requires **a lot of** care and attention.*

***No** play written by William Shakespeare has been overlooked by literature lovers.*

In the first sentence, **some** is used to show the quantity of chocolates kept in the refrigerator. In the second sentence, **a lot of** shows the amount of care required by a newborn. In the third sentence, **no** shows how many of William Shakespeare's plays have been overlooked. Words or groups of words such as **some, a lot of, no** are known as **quantifiers** that indicate quantity. They are used with countable and uncountable nouns. Other words used as quantifiers are **little, few, many, enough, both**, etc.

Examples:

*The old woman requires **a little** help in crossing the road.*

*She already has **enough** assignments to submit before the fall.*

***A few** pages from the book I issued from the library were missing.*

5. Identify the errors in the use of quantifiers and rewrite the following sentences correctly. Some sentences may have more than one correct answer.
- (a) I do not want to attend the fresher's party. There are any people I recognise there.
- (b) The patient in the general ward needs to drink a few water.
- (c) Much streets in Pondicherry and Goa resemble a Portuguese settlement.
- (d) The government has appointed little women ministers recently.
- (e) The business is on low demand, but we had either customers in the morning.
- (f) The programme started very late. The audience had neither patience to wait.

- (g) The meeting hall was crowded, and I had each chair to sit on.
- (h) The seminar was attended by any people. They had a lot of fun during the activities.

Let us read the following sentences.

Whose phone did you find in the cafeteria?

How much milk do we need to make payasam for four people?

Which movie of Tom Hanks is your favourite?

In the above sentences, the nouns are introduced using question words such as *whose*, *how much* and *which*. *Whose* questions the ownership of the phone, *how much* questions the quantity of milk required to make payasam and *which* enquires about the movie liked by the listener. These words indicate the quantity or specifically ask about the nouns that follow them. They are known as **interrogatives**.

Examples:

How many chapatis will you eat for dinner?

Which political party was in power in India during the Indo-China War of 1962?

Whose blue bag is kept on that table?

6. Convert the following sentences to questions using appropriate interrogatives.
- (a) I need three hours to complete this experiment.
How much time do you need to complete this experiment?
 - (b) Star Market is the closest landmark to my house.
 - (c) It was my plan to remove the curtains.
 - (d) She uses her mother's phone.
 - (e) We shall mix one teaspoon of turmeric in one cup of batter.
 - (f) We should choose the colour yellow.
 - (g) I consumed about 400 calories today.
 - (h) I borrowed Swati's pen yesterday.
7. Underline the determiners in each of the following sentences and identify their type. Some sentences might have more than one determiner.
- (a) When questioned, Rahul became very defensive and asked us whose fault it was that they had performed poorly in the competition.

- (b) Despite being put in both music and dance classes, Shivani doesn't seem to be doing badly in either of them.
- (c) After listening to the lecturer speak for an hour, we looked at each other in confusion.
- (d) The major problem with recycling plastic is that the recycling process also pollutes the environment.
- (e) While most of my friends agreed to go on the trip to Goa, some of them did not seem too keen.
- (f) My mother was very particular that I study for a few hours before sitting down to watch TV.
- (g) Which of these curtains would complement my furniture?
- (h) Anvita was under a lot of stress because her tenants hadn't paid the rent on time.

Determiners can be classified into three kinds based on their position in a sentence.

- Central determiners
- Pre-determiners
- Post-determiners

Look at the following sentences.

This basket of mangoes was delivered yesterday.

I need to visit a doctor to get my eyes checked.

Which car are you planning to buy?

In each of the sentences above, only one determiner has been used before each noun. In the first sentence, the demonstrative *this* is used to mark the proximity of the basket of mangoes to the speaker. In the second sentence, the article *a* is used to highlight the number of the noun *doctor*. The possessive adjective *my* is used to show relationship between the subject *I* and *eyes*. In the third sentence, the interrogative *which* poses a question about the choice of car of the listener. Determiners such as articles, demonstratives, quantifiers and possessive adjectives are known as **central determiners**. There can be only one central determiner in every noun phrase.

Examples:

Our new Physics teacher has previously taught in a college.

My friends and I ate some chicken curry for dinner.

How many students are participating in the poetry recitation competition?

Let us look at the following sentences.

Tabassum gave me **all** her textbooks from the previous year.

Let's order **half** a kilo mutton. It would be sufficient for everyone.

I gave **both** the dresses for laundry as I spilt oil on them.

In the first sentence, **all** appears before the possessive determiner *her* and refers to the quantity of the noun *textbooks*. Similarly, in the second and third sentences, **half** and **both** appear before the articles *a* and *the*, respectively. Such words that appear before a central determiner and refer to the quantity of the noun in the sentence are known as **pre-determiners**. Some other pre-determiners are **just**, **only**, **three-fourths** (fractions), **double**, etc.

Examples:

If I accept this job, they will pay me **double** my salary right now.

Half our life is spent in searching for the purpose of our existence.

Both my mother's siblings arrived for her birthday celebration.

Now, look at the following sentences.

I kept the **two** unchecked files in your cupboard.

You will find the book on the **second** shelf to your right.

Mahima picked the **last** topic for her presentation.

In the first sentence, **two** immediately follows the article *the* and gives a precise reference to the noun *files*. Similarly, **second** and **last** immediately follow the central determiners and provide precise reference to the nouns *shelf* and *topic*, respectively. Such words that appear immediately after the central determiner are known as **post-determiners**. Cardinal and ordinal numbers mostly function as post-determiners.

Note: Cardinals and ordinals are numbers that are used as determiners. Numericals such as **one**, **fifty**, **hundred**, etc. are known as cardinal numbers and indicate the number of countable nouns. Ordinal numbers refer to the position of something in a series or sequence, such as **first**, **twentieth**, **last**, etc.

Examples:

The **first** singer who performed in the concert was spectacular.

Where are the **four** notebooks that the teacher corrected?

Pratishtha is a big fan of the **second** actor who entered the stage.

8. Identify the errors and rewrite the following sentences correctly. One has been done for you.
- (a) Did she read those all books?
Did she read all those books?
 - (b) A bottle half-litre of orange juice is enough for the new guests.
 - (c) The participant will find an clue on a first table to his left.
 - (d) We will need three kilograms at least of chicken to serve the guests.
 - (e) I remember her giving me the both novels. Where are two those novels?
 - (f) The students need to visit the laboratory by the weekend for creating these all reports.
 - (g) If this company invests in digital marketing the year, the employees will be rewarded with three times that amount.
 - (h) Our parents are not happy with a new tutor's previous session.

Recap

- **Determiners** are words that introduce a noun or a noun phrase in a sentence. They are used to refer to, specify or quantify a noun.
- The following are the two kinds of determiners:
 - **Specific determiners:** *My brother bought a new house.*
 - **General determiners:** *Most people in India know more than two languages.*
- Determiners can further be divided into six categories.
 - **Articles:** *a, an and the*
 - **Possessive adjectives:** *my, our, his, her, their, its*
 - **Demonstratives:** *this, that, these, those*
 - **Distributives:** *each, every, either, neither*
 - **Quantifiers:** *some, little, few, a lot of*
 - **Interrogatives:** *which, whose, how much, how many*
- Based on their position in a sentence, determiners can further be divided into three categories.
 - **Central determiners:** articles, demonstratives, quantifiers, possessive adjectives
 - **Pre-determiners:** *half a kilo, all the dresses*
 - **Post-determiners:** *the first book, the four students*



Look at the two paragraphs given in the table.

A	B
<p><i>Yash gifted a book to Sheetal. Yash bought the book yesterday in the evening. Yash knew that Sheetal wanted to read the book since Sheetal heard about the book from Yash.</i></p>	<p><i>Yash gifted a book to Sheetal. He bought it yesterday in the evening. He knew that she wanted to read it since she heard about it from him.</i></p>

In paragraph A, the nouns *Yash*, *Sheetal* and *book* have been repeated many times. The same paragraph is rewritten as paragraph B in which these nouns have been replaced by the words *he*, *she*, *it* and *him*. Such words are called **pronouns**.

Pronouns are words that stand for or refer to nouns, which have already been mentioned or are already known.

Examples:

*Wasim was exhausted, but **he** still completed the race.*

*The sheep got scared when **they** heard the wolves howling.*

*You should have told **us** about **them**.*

Look at the sentences given below.

*Nishant is very naughty. **He** is playing with the vase. He might break **it**.*

In the sentences above, the pronoun *he* refers to the preceding noun *Nishant* and *it* refers to *the vase*. Hence, *Nishant* and *the vase* are the antecedents of the pronouns *he* and *it*, respectively, while *he* and *it* are the referents of the nouns *Nishant* and *the vase*, respectively.



Pronouns can be categorised into nine types.

- Personal pronoun
- Reflexive pronoun
- Relative pronoun
- Possessive pronoun
- Emphatic pronoun
- Interrogative pronoun
- Indefinite pronoun
- Demonstrative pronoun
- Distributive pronoun

Look at the following telephonic conversation.

Sahil: Hi Anita, how are *you*? Rajesh told *me* that *you* were sick.

Anita: *He* came to my house yesterday. *I* am still recovering. Dr Asthana has prescribed some medicines and a few more days of rest.

Sahil: Yes, *you* should have *them* on time. *I* think *you* should take some rest now. Talk to your parents about the sick leave application.

Anita: *I* will talk to *them* about *it* in the evening. Thanks for calling!

All the words in red in the dialogue are pronouns. They replace and refer to different nouns in the conversation. *You* and *I* refer to Anita, *he* refers to Rajesh, *me* refers to Sahil, *them* refers to both the *medicines* and *Anita's parents* and *it* refers to *the sick leave application*. There are three persons in grammar.

- First person – the speaker
- Second person – the listener
- Third person – the person/object/animal spoken about

The pronouns that refer to the first, second and third persons in sentences are called **personal pronouns**.

Personal pronouns stand for a proper noun in a sentence. They include *I, we, you, he, she, it, they, me, us, you, him, her* and *them*.

Examples:

We will go to the mall with *them*. *They* know the way to *it*.

I stayed for some time, but *he* left before the ceremony began.

You can ask *her* to help *him*. *She* has great artistic skills.

- Personal pronouns such as *I, we, you, he, she, it* and *they* act as subjects in sentences, while *me, us, you, him, her* and *them* act as objects of verbs and prepositions.

Examples:

I thanked *him* in my speech. (*I* – subject; *him* – object of *thanked*)

I won the contest because of *him*. (*I* – subject; *him* – object of the preposition *of*)

- *It* is used to refer to an animal, a nonliving thing or a human baby. *It* can also act as a dummy subject to refer to a situation or a thing.

Examples:

It was a windy and cold evening.

It is a fake snake; don't be afraid of it.

Look at the following sentences.

The golden diary is his.

This house is theirs.

A relative of hers bought chocolates for a cousin of mine.

The words in red in the sentences above are possessive forms of the personal pronouns *he, they, she* and *I*. They stand for nouns that have or possess something. For example, *his*, in the first sentence, shows that the golden diary belongs to *him*. Such pronouns are called **possessive pronouns**.

Pronouns that stand for nouns to show possession or belonging are called **possessive pronouns**. *Mine, ours, yours, his, hers* and *theirs* are possessive pronouns.

Examples:

Is the wallet lying over there yours?

Parul is inviting a cousin of hers to the party.

The decision to go or not is ours.

Note: The pronoun *it* has only one possessive form *its* which is used as a possessive adjective, not possessive pronoun.

Examples:

The dog was wagging its tail. (Its as a possessive adjective is correct.)

The dog was wagging the tail of its. (Its as a possessive pronoun is incorrect.)

Read the following sentences.

Someone stole my purse and ran away.

Everything was arranged by her.

You can purchase anything you like.

In the sentences above, the words in red refer to nouns. However, we don't know or are not sure about anything definite about these nouns. Such words are called **indefinite pronouns**.

Indefinite pronouns are used to refer to nouns without saying who or what they are. Pronouns ending with **-body, -thing, -one** such as *somebody, anybody, nobody, everybody, something, anything, nothing, someone, anyone, none* and *no one* are some of the indefinite pronouns. Other examples are *all, a few, one, many*, etc.

Examples:

All is fair in love and war.

Something was strange about the place.

Two people died while many got injured in the accident.

Note: Words such as *many, all, a few* and *several* act as indefinite pronouns if they refer to nouns in a sentence, and as quantifiers if they appear immediately before a noun in a sentence.

Examples:

This book had fifty pages, but a few are missing. (A few acts as an indefinite pronoun.)

I bought a few chocolates from her. (A few acts as a quantifier.)

3. Underline the pronouns in the following sentences. Write *P* for personal, *PO* for possessive and *I* for indefinite pronouns. One has been done for you.
- (a) She went to Mussoorie with a cousin of hers. (*P, PO*)
 - (b) Do they have anything better?
 - (c) You must keep these certificates of yours safely.
 - (d) I ate my sweets, but Parul is saving hers.
 - (e) This monastery is very old. Only a few like it exist today.
 - (f) The ball we were playing with was theirs, not ours.
 - (g) Everybody agreed with them and signed the letter.
 - (h) They are going to visit a friend of theirs, but one of them will stay at home to help me with my homework.

Read the sentences given below.

She is going to buy herself a new mobile phone.

The children introduced themselves to each other.

You should behave yourself in front of your teachers.

In these sentences, the objects *herself*, *themselves* and *yourselves* refer to the same person(s) as the subjects *she*, *the children* and *you*, respectively. Such words are called **reflexive pronouns**.

Reflexive pronouns are used when the subject and the object in a sentence refer to the same person. *Myself*, *yourselves*, *himself*, *herself*, *itself*, *ourselves* and *themselves* are reflexive pronouns. These pronouns are formed by adding **-self** (singular) or **-selves** (plural) to personal pronouns.

Examples:

I hurt myself while playing football.

The city is going to promote itself as a cultural hub.

He could not control himself and burst out laughing.

Reflexive pronouns

- can be used only as objects of verbs, and not as subjects in a sentence. We cannot say *myself want to go to Paris*.
- are also used to show that somebody did something alone or on one's own. For example, *she solved the crossword all by herself*.

Look at the following sentences.

Mr Kapoor prepared the dinner himself.

They themselves need to collect their tickets.

I myself bought a gift for my mother.

Here, *himself*, in the first sentence, not only points to the subject *Mr Kapoor* but also emphasises the noun as the agent of the action of preparing the dinner. Similarly, *themselves* and *myself*, in the second and third sentences, also emphasise *they* and *I* as the agents, respectively. Notice that the sentences make complete sense even when the words in red are removed. Such pronouns are called **emphatic pronouns**.

When reflexive pronouns are used to emphasise a particular noun or personal pronoun, they are called **emphatic pronouns**. They can be placed immediately after the subject they emphasise or even after the objects of the verbs.

Examples:

You should talk to the principal yourself.

She herself told me to go to her house.

We ourselves saw a herd of elephants in the jungle.

Note: When a reflexive pronoun is used to emphasise a noun other than the subject, it is placed immediately after the noun. For example, *Sumit had dinner with the President himself.* (not, *Sumit himself ...*)

4. Write *R* for reflexive pronouns and *E* for emphatic pronouns in the following sentences.

- (a) She enjoyed herself to the fullest in the village. _____
- (b) They themselves went to the bank to deposit the money. _____
- (c) The monkey looked at itself in the mirror. _____
- (d) I was quite happy as I had repaired the car by myself. _____
- (e) We ourselves saw the thief entering the bank. _____
- (f) The players started quarrelling among themselves. _____
- (g) Vansh himself is not bothered about his admission. _____

Now, look at the following sentences.

This is the best pancake I've ever had!

Those are my favourite dresses.

That is a hummingbird, and these are parakeets.

In the sentences above, the words in red are used as pronouns. *This* points to *the pancake*, *those* points to *the dresses*, *that* points to *the hummingbird* and *these* points to *the parakeets*. Such pronouns are called **demonstrative pronouns**.

Pronouns that point to a particular noun in a sentence are called **demonstrative pronouns**. *This, that, these* and *those* are demonstrative pronouns.

Examples:

That is the watch my father used to wear.

These are the notebooks he has been looking for.

This is the mother and those are her children.

Read the following sentences.

He lost the camera that we bought yesterday.

The boy whom you met is my cousin.

All the people who were invited attended the function.

The words in red in these sentences relate a clause or phrase to another. They also refer to the nouns that come before them. For example, in the first sentence, *that* relates the clause *we bought yesterday* to the rest of the sentence. It refers to the preceding noun *the camera* and clarifies the noun we are talking about. Such pronouns are called **relative pronouns**.

Relative pronouns refer to nouns or pronouns and relate a clause or phrase about them to the rest of the sentence. *Who, which, that, whom* and *whose* are relative pronouns.

Examples:

The school *which* you went to has been closed down.

This is the lady *whose* dog bit me in the park.

The bag *that* you wanted to buy is out of stock.

Here are a few more things to know about relative pronouns.

- *Who, whose* and *whom* are used for animate nouns whereas *which* and *that* are used for both animate and inanimate nouns.
- Words such as *whosoever, whomsoever, whatever* and *whichever* are also relative pronouns.
- The relative pronoun *whom* has to be followed by either a noun or a pronoun. For example, in the sentence, *the boy whom Bala met at the airport is my brother, whom* is followed by the noun *Bala*. We cannot say *the boy whom secured the first position is my brother*.
- Relative pronouns are also used to join sentences.

Examples:

Smita wrote a letter. The letter was very long.

Smita wrote a letter *which* was very long.

- Relative pronouns should be placed as close to their antecedents as possible. Changing the position of relative pronouns can change the meaning of the sentence.

Examples:

The thief was caught by the policeman *who* stole the necklace. (*Who* refers to the policeman.)

The thief *who* stole the necklace was caught by the policeman. (*Who* refers to the thief.)

- Relative pronouns are sometimes omitted in spoken or informal English.

Examples:

I painted the canvas (*that*) you gifted me.

The houses (*which*) we saw were very big.

Look at the following sentences.

Who is the director of this movie?

What is the name of your school?

Whose is this water bottle?

In the sentences above, the words in red stand for nouns or noun expressions. *Who* stands for the name of the director, *what* stands for the name of the school, and *whose* stands for the owner of the water bottle. In other words, these words act as pronouns and are used to ask questions. Such pronouns are called **interrogative pronouns**.

Interrogative pronouns are question words that act as pronouns in questions. *What, who, whom, whose* and *which* are interrogative pronouns.

Examples:

Whose are those pens?

Who do you see as your role model?

Which of these characters is the villain?

Note: Interrogative pronouns *who, whom, whose* and *which* are also used as relative pronouns. As relative pronouns, they relate a clause or phrase to another in a sentence, but as interrogative pronouns, they are used to ask questions.

Examples:

Who fell from the tree? (Interrogative pronoun)

The boy *who* broke his leg is in the hospital. (Relative pronoun)

Finally, let's learn about distributive pronouns.

Each of them helped us in completing the project.

Either of you can go to the zoo.

Neither of the dishes tasted as good as yours.

In the sentences above, the words in red refer to persons or things in a unit taken separately. Such words are called **distributive pronouns**.

Pronouns that refer to persons or things in a unit taken separately are called **distributive pronouns**. *Each, either, neither, none, some* and *any* are a few examples of distributive pronouns.

Examples:

Either of the roads leads to the mall.

None of them wants to be an engineer.

Each of the students got a participation certificate.

Note: When possessive, demonstrative, interrogative and distributive pronouns are immediately followed by a noun, they act as possessive, demonstrative, interrogative and distributive adjectives, respectively.

Examples:

These pens are hers. (*These* – demonstrative adjective, *hers* – possessive pronoun)

These are her pens. (*These* – demonstrative pronoun, *her* – possessive adjective)

Whose is this? (Interrogative pronoun)

Whose mug is this? (Interrogative adjective)

Neither took care of the ailing father. (Distributive pronoun)

Neither son took care of the ailing father. (Distributive adjective)

5. Select the correct pronouns to complete the following sentences.

- (a) The jacket with blue buttons is _____ (*mine/my*).
- (b) _____ (*one/someone*) must never give up on one's dreams.
- (c) _____ (*either/who*) of the boys will have to cook by _____ (*themselves/himself*).
- (d) _____ (*he/she*) could not perform very well as her mike wasn't working properly.
- (e) _____ (*this/these*) are the most delicious cookies I've ever had! Did you prepare them _____ (*yourself/themselves*)?
- (f) _____ (*theirs/all*) is well _____ (*who/that*) ends well.
- (g) _____ (*whom/what*) is the name of the girl _____ (*who/which*) is planting roses in the garden?

6. Complete the following sentences using pronouns given in the box. You can repeat some pronouns. State their types in brackets: *P* for personal, *RF* for reflexive, *E* for emphatic, *PO* for possessive, *R* for relative, *IN* for interrogative and *I* for indefinite pronouns.

I	you	anyone	me	who
himself	mine	them	yourself	we

- (a) _____ () is the composer of this melody?
- (b) Does _____ () want a cup of tea or coffee?

- (c) Prashant cares only for _____ (), never for others.
- (d) _____ () were late, but they waited for us.
- (e) _____ () _____ () know better than anybody else.
- (f) The lady _____ () introduced Ekta to Mr Mehta is a friend of _____ ().
- (g) _____ () helped _____ () in their project work, but they did not even thank _____ ().

7. Complete the following sentences with appropriate pronouns of the types mentioned in brackets.

- (a) The prisoners _____ (*emphatic*) admitted their crime in the courtroom.
- (b) _____ (*interrogative*) plucked the roses from the garden?
- (c) _____ (*indefinite*) must be done to make the society cleaner and greener.
- (d) _____ (*demonstrative*) are the jewels the countess was looking for.
- (e) Ranveer blamed _____ (*reflexive*) for the accident.
- (f) Raghav wanted to borrow a scooter for tomorrow. I promised to lend him _____ (*possessive*).
- (g) The guests were unhappy about the entire arrangement. _____ (*personal*) started complaining about _____ (*personal*) to the staff members _____ (*relative*) were present there.

8. Identify the errors and rewrite the following sentences correctly. One has been for you.

- (a) Whom has sent this parcel to he?
Who has sent this parcel to him?
- (b) They are always fighting amongst herself.
- (c) My room is more colourful than your.
- (d) This is the actor which inaugurated the new mall.
- (e) Jay themself told hers that he was going to Bengaluru.
- (f) Those is Seema's stall and this are handmade chocolates.
- (g) Anybody was ready for the picnic who was planned by a cousin of my.

Recap

- **Pronouns** are words that stand for or refer to nouns, which have already been mentioned or are already known. For example, *she* bought the laptop *herself*.
- The antecedent is the noun or noun phrase that a pronoun refers to in a sentence. The pronoun that refers back to a noun or noun phrase in a sentence is called the referent. Both the antecedent and the referent agree with each other in number, gender and person. An antecedent comes before the referent in a sentence (ante means 'before').
- Pronouns can be divided into several categories.
 - **Personal pronoun:** *I, you, she, it, us, him*
 - **Possessive pronoun:** *mine, ours, yours, his, hers, theirs*
 - **Indefinite pronoun:** *somebody, anybody, everyone, none, a few*
 - **Reflexive pronoun:** *myself, herself, ourselves*
 - **Emphatic pronoun:** *myself, himself, itself*
 - **Demonstrative pronoun:** *this, that, these, those*
 - **Relative pronoun:** *who, which, that, whom, whose, whosoever*
 - **Interrogative pronoun:** *what, who, whom, whose, which*
 - **Distributive pronoun:** *each, either, neither, any*



Look at the following sentences.

Farhan *slept* on the sofa.

Misha *has* a car as well as a bike.

The viewers *are* very excited about the film.

In the first sentence, the word *slept* shows an action that Farhan performed. In the second sentence, *has* shows that Misha possesses something, and in the third sentence, *are* shows the viewers' state of being. Such words are called **verbs**.

Words that show an action, possession of something or a state of being are called **verbs**.
A sentence cannot be formed without a verb.

Examples:

She *visits* her grandparents every month.

Neelima *had* a rare collection of postage stamps.

Bhushan *was* tensed before the exam.

Verbs can be categorised into different types depending on their function and usage in a sentence.

- **Main verbs** can function on their own in a sentence and indicate an action.

Examples:

I *swam* for an hour in the pool.

Karuna *walked* on the grass for some time.

We *missed* the train as we *reached* the station very late.

- **Auxiliary or helping verbs** complete and extend the meaning of the main verb in terms of its time, the expression of abilities, possibilities, etc. They are placed before the main verb in a sentence.



- **Primary auxiliaries** help the main verb to indicate the time of an action. Different forms of the verbs *do*, *be* and *have* are used as primary auxiliaries.

Examples:

Does he know the way to the library?

Kashvi is sketching an elephant and a tiger.

Have you sent her the email regarding the new changes?

- **Modal verbs** or **modals** help the main verb to express possibility, ability, obligation, suggestion, permission, etc.

Examples:

My mother can write with both hands.

They should tell their mother about their plan.

I might go to Manali next month.

- **Linking verbs** connect the subject to its qualities or states of being mentioned in the predicate. They do not show any action. They can act as main verbs in a sentence. Different forms of *be* and *have* and verbs such as *look*, *appear* and *feel* act as linking verbs in sentences.

Examples:

We were very upset about the entire situation.

Our earth has so many species of plants.

The blue dress looks amazing on her.

1. Underline the verbs in the following sentences. Write A, P and S for verbs that show action, possession and states of being, respectively.
 - (a) Beijing is China's capital, and Tokyo is Japan's. _____
 - (b) Ravi carried his phone with him. _____
 - (c) He cleans his cupboard every Saturday. _____
 - (d) He has some cookies and a loaf of bread for the journey. _____
 - (e) I read three books last week. They were so interesting. _____
 - (f) What have you been doing all this while? _____
 - (g) I have four years of experience in teaching mathematics. _____
 - (h) All the performances were impressive. It is quite difficult to choose the best one. _____

Look at the following sentences.

Sam *apologised* to his mother for lying to her.

We all *laughed* at his clever jokes.

Kruti *learnt* several things about Japanese culture yesterday.

In the sentences above, the verbs indicate actions that have already taken place, that is, the verbs are in the past tense. These past tense forms of verbs, namely *apologised*, *laughed* and *learnt*, have been formed by adding **-d**, **-ed** and **-t** to their present tense forms, respectively (*apologise* + **-d**; *laugh* + **-ed**; *learn* + **-t**). Such verbs are called **regular verbs**.

If the past tense form of a verb can be formed by adding **-d**, **-ed**, **-ied** and **-t** to its present tense form, it is called a **regular verb**.

Examples:

The child *cried* a lot while leaving for school.

He *closed* the window as soon as he *entered* the room.

She *burnt* her finger during the experiment.

The following table shows different forms of a few regular verbs.

Present	Past	Past Participle
imagine	imagined	imagined
appear	appeared	appeared
dry	dried	dried
carry	carried	carried
smell	smelt/smelled	smelt/smelled

Note: Past participle forms of verbs are used in perfect tenses and also act as adjectives in sentences.

Look at the following sentences.

Geet *saw* a dancing robot at the museum.

The teacher *wrote* a sentence on the board.

I *began* to pack my clothes in a suitcase.

In the sentences above, the verbs indicate actions in the past. Here, *saw*, *wrote* and *began* are the past tense forms of the verbs *see*, *write* and *begin*, respectively. They are not

formed by adding **-d**, **-ed**, **-ied** or **-t** to the present tense forms of the verbs. Such verbs are called **irregular verbs**.

Verbs that do not change into their past tense forms by adding **-d**, **-ed**, **-ied** and **-t** to them are called **irregular verbs**. They completely change in their past tense form, and sometimes in their past participle forms too.

Examples:

*She **found** a fifty-rupee note inside the book.* (Past tense form of *find*)

*Garima **has taken** the new phone with her.* (Past participle form of *take*)

*I **felt** much better when I **woke** up.* (Past tense forms of *feel* and *wake*)

The following table shows different forms of irregular verbs.

Present	Past	Past Participle
swim	swam	swum
teach	taught	taught
drink	drank	drunk
make	made	made
run	ran	run

Some irregular verbs such as **read**, **cut** and **put** do not change at all in their past tense and past participle forms.

Examples:

***Cut** the watermelon into small slices.* (Present tense form of *cut*)

*He **cut** the watermelon into small slices.* (Past tense form of *cut*)

*He **had cut** the watermelon into small slices.* (Past participle form of *cut*)

Note: The past tense form of **read** is spelt the same, but pronounced differently. The present tense form is pronounced /ri:d/, rhyming with the word 'seed', while the past tense form is pronounced /red/, same as the colour red.

2. Complete the following table with the different forms of the verbs.

Present	Past	Past Participle
dance		
	fell	

	Present	Past	Past Participle
			hurt
arise			
		knew	
			looked
spread			
		dreamt	
carry			
		stood	

3. Complete the following sentences using the past tense forms of the verbs given in brackets.

- I _____ (*act*) in a play based on the life of Lord Buddha.
- She _____ (*ring*) the doorbell several times, but no one answered it.
- My dog _____ (*bite*) me when I was ten years old.
- The team _____ (*choose*) Punit as their captain.
- They _____ (*study*) very hard to score better marks in the exams this time.
- The car _____ (*go*) out of his control and _____ (*hit*) a wall.
- The dress I _____ (*buy*) _____ (*cost*) five thousand rupees.
- The shopkeeper _____ (*think*) for a while and finally _____ (*agree*) to exchange the product.

Here are a few more points to remember about verbs.

- Many verbs are formed by adding suitable prefixes or suffixes to nouns and adjectives. For example, the verbs *encourage* and *refresh* are formed by adding the prefixes **en-** and **re-** to the noun *courage* and adjective *fresh*, respectively. Similarly, the verbs *lengthen* and *activate* are formed by adding the suffixes **-en** and **-ate** to the noun *length* and adjective *active*, respectively.
- Some verbs have the same form as nouns or adjectives.

Examples:

Do you know the answer to this question? (Answer – noun)

I can answer all the questions in the test. (Answer – verb)

My project is almost complete. (Complete – adjective)

*Rohita will **complete** her project by tomorrow. (Complete – verb)*

4. Form verbs from the words given in brackets using suitable prefixes or suffixes from the box. Complete the sentences using the correct forms of these verbs.

-en dis- fore- re- -ate en- un- -ify

- (a) Priyanshu _____ (*place*) the injured player at the last moment.
(b) The children _____ (*joy*) a lot in the park last week.
(c) You can _____ (*soft*) the butter by putting it in the oven for a minute.
(d) The meteorologist _____ (*cast*) that it would rain in the afternoon.
(e) The teacher _____ (*simple*) the concept for the students.
(f) Alexander Fleming _____ (*cover*) the first antibiotic, penicillin.
(g) Shaan _____ (*pack*) his bag after reaching the hotel room.
(h) He _____ (*fabric*) evidence against his friend to escape imprisonment.

Look at the following sentences.

We **ate** ice cream at the restaurant.

I **described** the scene to the actors.

Jaya **was reading** a book when I **saw** her.

In the sentences above, the verbs, **ate**, **described**, **reading** and **saw**, are followed by *ice cream*, *the scene*, *a book* and *her*, respectively, that receive the actions done by the subjects. In other words, these noun, noun phrases and the pronoun act as the objects of the verbs. These verbs need the objects to express a complete thought. Such verbs are known as **transitive verbs**.

Verbs that require an object to express a complete thought are called **transitive verbs**. They transfer the action of the subject onto their objects.

Examples:

He **bought** a bag of rice from the grocery store.

Padma **kept** her wallet inside my bag.

They **will invite** Alia Bhatt to **inaugurate** the mall.

A transitive verb is further categorised into two types.

- **Monotransitive verbs** take only one object (*mono* means 'one'). For example, *he bought a water bottle.* (*A water bottle* is the only object of the verb *bought*.)
- **Ditransitive verbs** take two objects (*di* means 'two'). For example, *he bought me a pen.* (Both *me* and *pen* are the objects of the verb *bought*.)

Now, look at the following sentences.

The baby slept peacefully till 3 a.m.

Lalit ran continuously for an hour.

The old man had left before you arrived.

In the sentences above, the verbs *slept*, *ran*, *had left* and *arrived* do not need an object to express a complete thought. The sentences make complete sense without an object of these verbs. Such verbs are called **intransitive verbs**.

Intransitive verbs do not need an object to express a complete thought. They do not transfer the action of the subject onto an object. They can also express a state of being.

Examples:

The boys played in the park for some time.

Vidhi performs very well on this song.

The vase fell on the ground and broke into pieces.

5. Underline the transitive verbs and circle the intransitive verbs in the following sentences.

- I received the parcel last night.
- The thief ran towards the city park.
- We get jaggery from sugarcane.
- He crossed the road at the zebra crossing.
- The coordinator told me to wait for some time.
- The two friends talked for hours as they met after a long time.
- When she opened the door, the dog was sleeping.
- The temperature dropped by five degrees due to the snowfall.



Let's look at the following table.

A	B
He <i>is growing</i> tomatoes in his garden.	My daughter <i>is growing up</i> very quickly.
I <i>read</i> a novel and <i>wrote</i> a poem today.	The young child can <i>read</i> and <i>write</i> now.
Please <i>return</i> the book by next week.	They <i>will return</i> to their hostel in June.

In column A, the verbs *is growing*, *read*, *wrote* and *return* are transitive as each of them has an object. However, in column B, the same verbs are intransitive as they do not have any object.

Several verbs can be both transitive and intransitive depending on whether or not they have an object in a sentence.

Examples:

Transitive	Intransitive
Kumud <i>set</i> a small table next to her bed.	The sun <i>sets</i> in the west.
Suddenly, he <i>stopped</i> the car on the highway.	The rain <i>stopped</i> after a while.
<i>Close</i> the door.	The shop <i>closes</i> at around 9 p.m.

6. Underline the transitive and intransitive verbs in the following sentences. Write *T* for transitive verbs and *IN* for intransitive verbs in the blanks.

(a) Shравan left after finishing his work. _____

He left his phone on the table. _____

(b) Could you move your bike towards the other gate, please? _____

The trees moved in the strong breeze. _____

(c) Mukti lived a peaceful life until she moved to the city. _____

My cousin, Shikha, lived with us for almost two years. _____

(d) He always sings while cleaning his room. _____

Did you sing this song in the second round? _____

(e) The school has changed a lot in the past four years. _____

The company changed its logo for the fourth time. _____

7. Identify the errors and rewrite the following sentences correctly. One has been for you.

(a) Reena cutted the cake with a plastic knife.

Reena cut the cake with a plastic knife.

(b) The tourists throwed the silver coins into the pond.

(c) Abhinav speaked rudely to Sangeeta.

(d) The naughty children bursted all the balloons.

(e) She dreamd of a fairyland where unicorns flied in the air.

(f) Rakul has becomt much taller since you last meetied her.

(g) I waked up at 5 a.m. and goed for a morning walk.

(h) Rasik had replyed to the email before you seed it.

Recap

- **Verbs** denote an action, possession of something or a state of being. Sentences cannot be formed without them. They can be main verbs such as *eat* and *sleep*, primary auxiliaries such as *do*, *has* and *was*, linking verbs such as *appear* and *become*, and modals such as *can*, *must* and *might*.
- **Regular verbs** form their past tense forms by adding **-d**, **-ed**, **-ied** and **-t** to their present tense forms. For example, *imagine* – *imagined* – *imagined*. However, **irregular verbs** have the same or completely different past tense forms. For example, *bet* – *bet* – *bet*, *draw* – *drew* – *drawn*, etc.
- **Transitive verbs** require an object to express a complete thought, whereas **intransitive verbs** do not.

Examples:

I found my diary in the cupboard. (Transitive)

Pari slept early today. (Intransitive)

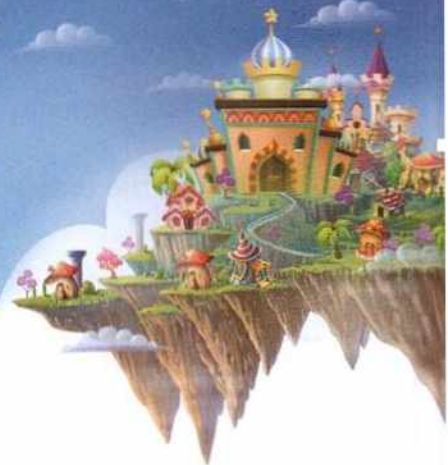
- Several verbs such as *grow*, *set* and *read* can be both transitive and intransitive.
- Transitive verbs that take only one object are called **monotransitive verbs**. Transitive verbs that take two objects are called **ditransitive verbs**.

Examples:

I bought a gift. (Monotransitive)

I gave her the gift. (Ditransitive)

Direct and Indirect Objects



Look at the following sentences.

The officer signed *the letter*.

The hermit gave *the king* *a gold ring*.

You learnt about montransitive and ditransitive verbs in the previous chapter. In the first sentence, *signed* is a montransitive verb and *the letter* is its object. In the second sentence, *gave* is a ditransitive verb. It has two objects: *a gold ring* and *the king*.

A noun, noun phrase or pronoun that receives the action expressed by a verb is called the **object** of the verb. Montransitive verbs take only one object, whereas ditransitive verbs take two objects.

Examples:

They sold *their ancestral house* in the village. (*Sold* is a montransitive verb with *their ancestral house* as its object.)

I made *doughnuts* and sold *them*. (*Made* and *sold* are montransitive verbs with *doughnuts* and *them* as their objects, respectively.)

He sang *the baby* *a song*. (*Sang* is a ditransitive verb with *a song* and *the baby* as its objects.)

1. Circle the verbs and underline their objects in the following sentences. If there is no object, put a cross mark (✖) next to the sentence. One has been done for you.
 - (a) The storm destroyed all the crops.
 - (b) I owed him five hundred rupees.
 - (c) My friend is sitting in the first row.
 - (d) Naman sleeps in the drawing room.
 - (e) I left my guitar at his house for a week.



- (f) The teacher explained interjections in today's class.
 (g) He couldn't enter the examination hall as he forgot his admit card at home.

Look at the following sentences.

Grandmother told *them* **an interesting story**.

Rekha bought **a saree** for *Kavya*.

She promised *me* **a video game**.

In the sentences above, the verbs *told*, *bought* and *promised* are ditransitive verbs followed by two objects each (one in red and the other in green). The objects in red, namely **an interesting story**, **a saree** and **a video game**, directly receive the actions expressed by the verbs or are most affected by them. If the question *what* is added to the verbs, we get these objects as the answers: *told what?* – **an interesting story**, *bought what?* – **a saree**, *promised what?* – **a video game**. Such objects are called **direct objects**.

Direct objects receive the action expressed by the verb or are most affected by it. We can find the direct object by answering the question: verb + what. Direct objects are usually inanimate things.

Now, the objects in green, namely *them*, *Kavya* and *me*, are the recipients of the direct objects. If the question *to/for whom* is added to the verbs, we get these objects as the answers: *told whom?* – *them*; *bought for whom?* – *Kavya*; *promised whom?* – *me*. Such objects are called **indirect objects**.

Indirect objects are the recipients of the direct objects. We can find the indirect object by answering the question: verb + to/for whom. They are usually animate things.

Examples:

He wrote *her* **a letter**.

The chef prepared **a special dish** for *us*.

Could you please pass *me* **the newspaper**?

2. Identify the direct and indirect objects in the following sentences and complete the table.

	Sentence	Direct Object	Indirect Object
(a)	I wished my brother good luck.		
(b)	Dev ordered a sandwich for me at the cafe.		

	Sentence	Direct Object	Indirect Object
(c)	The teacher suggested these poems to me.		
(d)	Could you bring me some apples from the market?		
(e)	He left his grandsons a huge sum of money.		
(f)	My father wrote me hundreds of letters when I was away from home.		
(g)	The criminal surrendered himself to the police before he was arrested.		
(h)	The postman mistakenly delivered the parcel to my neighbour.		

Here are a few more points to remember about direct and indirect objects.

- Usually, the indirect object is followed by the direct object. For example, *Soorya gave you a book*. However, we can put the indirect object after the direct object using prepositions such as *to* and *for*. The same sentence can be written as *Soorya gave a book to you*. Similarly, we can rewrite the sentence *Ishita bought them chocolates* as *Ishita bought chocolates for them*.
- As stated before, direct objects are usually inanimate things and indirect objects animate. However, both objects can be animate or inanimate.

Examples:

He showed Kareena a blue dress. (direct object – inanimate; indirect object – animate)

The doctors returned the tortoise to the zoo today. (direct object – animate; indirect object – inanimate)

We got a cute puppy for her on her birthday. (both objects – animate)

The chief guest conferred the award on the school. (both objects – inanimate)

- In some cases, ditransitive verbs have to take the direct object before the indirect object, especially when the indirect object is a phrase.

Examples:

The teacher explained the question to the students. (not, *the teacher explained the students the question*)

I gave it to the man at the door. (not, *I gave the man at the door it*)

- When sentences with monotransitive verbs are converted to passive voice, they do not have any object of the verb. For example, in the sentence, *Sia baked the cake*, *Sia* is the agent or doer of the action and *the cake* is the object of the verb *baked*. However, in the sentence, *the cake was baked by Sia*, *the cake* is the passive subject of the verb *was baked*, not the object (though it receives the action of *was baked*). *Sia* cannot be the object, as it still remains the agent or doer of the action, not the receiver.
3. Match the columns to form meaningful sentences. Write *DO* for direct object and *IO* for indirect object next to them. One has been done for you.

	A	B	C
(a)	The new teacher taught	the food	the key to the house.
(b)	Did you buy	the sick leave application	to the monkeys.
(c)	The lawyer asked	essay writing (DO)	new books?
(d)	His friend lent	the bananas	some money last month.
(e)	Umesh is serving	me	to the convict's father.
(f)	I gave	the children	to the principal.
(g)	Akshita addressed	him	to the guests.
(h)	The guard gave	several questions	to the students. (IO)

4. Rewrite the following sentences by changing the positions of the objects. One has been done for you.
- My mother baked tasty muffins for us.
My mother baked us tasty muffins.
 - They bought me a new car at a high price.
 - He offered me a job as a teacher.
 - The businessman donated the charity a huge sum.
 - The doctor prescribed some new medicines to the patient.
 - I sent Radhika some chocolates and a plum cake on Christmas.
 - The salesperson was trying to sell me the latest model.
 - Show the security guard this identity card to enter the hostel.

5. Answer the following questions using a direct and an indirect object. One has been done for you.
- (a) Q: What would you do if you see a hungry dog outside your gate and you have some food with you?
A: I would give the hungry dog some food.
- (b) Q: What would you do if your classmate's pen stops working and you have an extra pen?
A: _____
- (c) Q: What would you do if a visitor is lost on the way to your house and calls you for help?
A: _____
- (d) Q: What would you do if you have a movie ticket but cannot go to the cinema while your cousin wants to go but doesn't have a ticket?
A: _____
- (e) Q: What would you do if you book a table for four of your friends at a restaurant, but three more decide to join at the last moment?
A: _____
- (f) Q: What would you do if your grandfather or grandmother forgets where his or her glasses are but you know?
A: _____
- (g) Q: What would you do if your friend fractures their leg, and thus cannot go to school for a month, and you have the notes of all the classes?
A: _____
- (h) Q: What would you do if your neighbour's son or daughter is your junior in school, and you have the books they will need in the next academic year?
A: _____
6. Identify the errors and rewrite the following sentences correctly. One has been done for you.
- (a) Could you give the woman in black dress this box?
Could you give this box to the woman in black dress?
- (b) The bank charged one thousand rupees me.

- (c) Ms Sunila teaches to us geography.
- (d) The girl opened her father the door.
- (e) The lady was knitting for the young girl a woollen jacket.
- (f) The company will supply all the necessary items us.
- (g) Please pass the girl on the last bench these notebooks.
- (h) Manisha told to her a lie about me.

Recap

- An **object** of a verb is a noun, noun phrase or pronoun that receives the action. For example, *Kriti cleaned her desk and put the books on it.*
- Monotransitive verbs take only one object, whereas, ditransitive verbs take two objects: a direct object and an indirect object.
- **Direct objects** receive the action of the verb or are most affected by it. We can find the direct object by answering the question: verb + what. **Indirect objects** are the recipients of the direct objects. We can find the indirect object by answering the question: verb + to/for whom. They are usually animate things. For example, *John sent her an email.*
- Usually, indirect objects precede direct objects, but sometimes, they can be placed after direct objects using prepositions such as *to* and *for*. For example, *Garima gave me a cup of coffee*, can be rewritten as *Garima gave a cup of coffee to me.*



Look at the following table.

A	B
Ravi <i>was singing</i> a melody.	Ravi and Saira <i>were singing</i> a duet.
The student <i>has sent</i> the letter.	The students <i>have sent</i> the letters.
He <i>plays</i> football in the evening.	They <i>play</i> football in the evening.

Notice the differences between the verbs in the two columns. All the sentences in column A have singular subjects, namely *Ravi*, *the student* and *he*. They occur with the singular verbs or verb phrases *was singing*, *has sent* and *plays*, respectively. All the sentences in column B have plural subjects, namely *Ravi and Saira*, *the students* and *they*. They occur with plural verbs or verb phrases *were singing*, *have sent* and *play*, respectively. This is called **subject-verb agreement**.

When a verb agrees with the subject in a sentence in terms of number as well as person (if the subject is a pronoun), the sentence is said to have **subject-verb agreement**.

Examples:

Singular	Plural
Sam <i>eats</i> fruits for breakfast.	My parents <i>eat</i> fruits for breakfast.
The elephant <i>is</i> a wonderful animal.	Elephants <i>are</i> wonderful animals.
I <i>was going</i> to submit the project.	They <i>were going</i> to submit the project.

Let's learn some rules of subject-verb agreement.

- Singular subjects take a singular verb, and plural subjects take a plural verb. To make a verb singular in the Simple Present tense, we add **-s** or **-es** to it. The verb stays the same in its plural form.



Examples:

Trina *plays* carrom with her brother.

They *go* to the park once in a while.

However, *I* and *you* are singular subjects, but take plural verbs.

Examples:

I study in a boarding school.

You make breakfast as well as dinner for them.



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

Examples:

Bhavesh *forgot* the receipt at the counter.

They *forgot* the receipt at the counter.

- If a helping verb is used in a sentence, it has a different form for a singular and a plural subject, while the main verb remains the same. *Is*, *was*, *has* and *does* are used for singular subjects, whereas *are*, *were*, *have* and *do* are used for plural subjects.

Examples:

Mohan *was swimming* in the pool.

We *were swimming* in the pool.

This rule does not apply in case of modal verbs such as *can*, *shall*, *should*, *may*, *will* and *must*.

Examples:

Mohan *will swim* in the pool.

We *will get up* early tomorrow.

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

Examples:

Vini and Nitya *complete* their homework before dinner every day.

Astik and I *work* on the same project.

However, when the different nouns joined by *and* refer to the same person, thing or idea, we use singular verbs.

Examples:

The director and producer of this play *is* my friend.

My friend, philosopher and guide *has come* home.

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

Examples:

I reach my office by 9 and leave for home by 6.

Father withdraws some money from the bank and gives it to me every month.

1. Tick (✓) the sentence in each pair that has subject–verb agreement.

- | | | |
|-----|--|-----|
| (a) | They were selling their house at an extremely low price. | () |
| | They sells their house at an extremely low price. | () |
| (b) | When he was young, he could run for ten kilometres at a stretch. | () |
| | When he were young, he could runs for ten kilometres at a stretch. | () |
| (c) | I has to deposit the money in my bank account by 5 p.m. | () |
| | I have to deposit the money in my bank account by 5 p.m. | () |
| (d) | My friend and his brother is going on a short trip to Goa. | () |
| | My friend and his brother are going on a short trip to Goa. | () |
| (e) | The police officer was talking to Mr Mehta when I saw her. | () |
| | The police officer were talking to Mr Mehta when I saw her. | () |
| (f) | The CEO and owner of this company were a friend of mine. | () |
| | The CEO and owner of this company was a friend of mine. | () |
| (g) | You may leaves early today if you was unwell. | () |
| | You may leave early today if you are unwell. | () |

Here are a few more rules of subject–verb agreement.

- When the subject is a collective noun that denotes a collection of individuals or items as a single unit, it takes a singular verb. However, when it represents each member of the group as a separate entity, it takes a plural verb.

Examples:

The stack of books on that table is mine.

The team have collected their certificates. (Team represents team members, each of whom performs a different task.)

- We use a singular verb with plural units of distance and measurements, periods of time, sums of money, etc.

Examples:

Twenty kilometres is a long way to travel by cycle.

One and a half hours *has been allotted* to each student to write the essay.

Two thousand rupees *is* too much for this dress.

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

Examples:

The honey you got from the farm *was* delicious.

Corruption *needs* to be abolished from the society.

Kindness *is* a virtue rarely seen in people these days.



- Nouns such as *news, mathematics, alms* and *measles* do not have a singular form, but they are used with singular verbs.

Examples:

Physics *is* my favourite subject.

The second innings of the match *was* very interesting.

- Books, magazines, newspapers and countries with a plural name take singular verbs.

Examples:

The United States of America *is* smaller than Canada in size.

Gulliver's Travels *is* one of the best books I have ever read.

- When the subject has two or more nouns or pronouns connected by correlative conjunctions *either ... or, neither ... nor* and *not only ... but also*, the verb agrees with the noun or pronoun closest to it.

Examples:

Either Ramesh or his parents *are* going to attend the ceremony. (*Are* agrees with the noun phrase closest to it, i.e. *his parents*.)

Neither the students nor the teacher *was* aware of the new timetable. (*Was* agrees with the noun closest to it, i.e. *the teacher*.)

2. Tick (✓) the correct option to make the subjects agree with the verbs.

- (a) The cheese you bought the other day (*is/are*) salty.
- (b) A beautiful bouquet of white roses (*was/are*) lying on the table.
- (c) The quality of these products (*have/has*) improved significantly in the last month.
- (d) Measles (*remain/remains*) a big cause of death among young children globally.
- (e) *The Arabian Nights*, a collection of classic folk tales, (*has/have*) been translated into several languages.

- (f) Not only Shikha but Pallavi (*was/were*) also absent in the science class.
- (g) (*Don't/doesn't*) you think ten miles (*are/is*) a long way to climb uphill?

Now, let's look at the rules of subject–verb agreement given below.

- If a subject comprises a noun or a pronoun modified by an appositive, a prepositional phrase or a relative clause, the verb agrees with the noun or pronoun irrespective of the modifiers.

Examples:

Sachin Tendulkar, the famous cricketer, endorses these products. (The famous cricketer – appositive)

My proposals about the sports room and debate club have been accepted. (About the sports room and debate club – prepositional phrase)

My friend, who has three dogs and four cats, lives in Mumbai. (Who has three dogs and four cats – relative clause)

- When words such as *everyone, anybody, nobody, someone, neither, either* and *each* act as the subject or the first word in a subject, we use singular verbs with them.

Examples:

Nobody was allowed to touch the paintings on display.

Something is wrong with the engine.

Each student in the class has submitted their artwork and projects.

Note: In order to avoid the usage of *he* or *she* and *his* or *her*, *they*, *them* and *their* are used in their place. For example, *the student is required to carry only their admit card with them.*

- When two nouns with *each* or *every* are connected by *and*, we use a singular verb.

Examples:

Every actor and every crew member has been praised for their hard work.

Each student and each parent has been informed about the revised fee structure.

- Words or phrases that indicate quantity, number or portions such as *all, few, many, several, some, both, any, some of, none of, one of* and *a lot of* can take either a singular or a plural verb, depending on whether they refer to singular, plural or uncountable nouns. For singular or uncountable nouns, we use a singular verb, and for plural nouns, we use a plural verb.

Examples:

One of these amazing ideas was suggested by her. (One refers to a single idea.)

Many students **want** to learn music instead of painting. (*Many* modifies the plural noun, *students*.)

Some of the apples in the basket **were** rotten. (*Some* refers to the plural noun, *apples*.)

Some of the milk **was** used to prepare kheer. (*Some* refers to the uncountable noun, *milk*.)

Note: Words such as *some*, *any* and *most* can be used as adjectives or pronouns to express quantity or number. We use singular verbs with such words.

Examples:

Any citizen who is eighteen or above **is** eligible to vote. (*Any* – adjective of number)

Any information on this topic **is** important. (*Any* – adjective of quantity)

Any of the plans you suggest **works** for me. (*Any* – indefinite pronoun)

- When phrases such as *as well as*, *in addition to*, *no less than*, *except* and *along with* follow the subject, the verb does not change in number.

Examples:

Dinesh, *as well as* his brother, **takes** music classes after school.

Geeta, *along with* Kruti and Remo, **has** choreographed this song.

- For sentences beginning with *here* or *there*, the subject follows the verb. *Here* or *there* should not be confused with the subject.

Examples:

Here **is** the watch you were looking for.

There **are** amazing cafes near my house.

3. Complete the sentences with the correct forms of verbs given in the box. Some verbs can be used more than once.

have	study	design	decide	be	swim
pick	afford	reduce	inform	wake	stay

- (a) Each of these machines _____ by experts.
- (b) Everyone in my family _____ up early in the morning.
- (c) Birbal, an extremely smart person, _____ one of the nine gems in Akbar's court.
- (d) Would you _____ me if the teacher _____ to take the class?
- (e) Either my mother or my brother will _____ me up from the airport. My father will _____ at home as he _____ unwell.

- (f) Pooja _____ for an hour in the morning, then _____ her breakfast and after that, _____ for three hours.
- (g) Twenty lakh rupees _____ a big amount for us. We _____ sorry but we cannot _____ this sum right now. However, if you _____ the amount to twelve lakhs, we would accept the offer.

4. Match the columns to make meaningful sentences with subject-verb agreement.

A	B
(a) Each item in this recipe	were written by Charles Dickens.
(b) This pair of jeans	are more than fifty years old.
(c) All the elephants in the zoo	is going to perform in the concert tonight.
(d) Several species of animals	is an essential part of Thai cuisine.
(e) Most of the books I have read	were in a healthy condition.
(f) Shreya Ghoshal, one of the famous Bollywood singers,	have become extinct over the years.
(g) Some of the trees in this garden	looks really good on her.

5. Complete the following dialogue so that the subjects agree with the verbs in the sentences.

Akash: How many students _____ there in your class?

Tara: There _____ fifty students in my class, but many of them _____ not _____ classes regularly.

Akash: My class teacher _____ very particular about attendance. We must _____ at least seventy per cent attendance to sit for the exams.

Tara: What if somebody _____ sick or _____ some important work at home?

Akash: In that case, he or she _____ to submit an application to the principal as well as the class teacher. The application must _____ sent within three days, otherwise the student _____ considered absent.

Tara: _____ you also _____ the application when you and your brother _____ to Chennai to attend your uncle's wedding?

Akash: Only I _____. Both of us _____ absent for a week. I _____ my application but my brother _____ careless about it.

Tara: What happened then? _____ he punished for it?

Akash: No, my parents _____ to the school and they apologised for the negligence.

6. Identify the errors and rewrite the following sentences correctly.
- (a) The children, as well as their mother, is sleeping in the other room.
 - (b) Each dancer in this troupe have been trained in a classical dance form.
 - (c) All the performers was practising their lines, before the play started.
 - (d) Here were the key you was looking for.
 - (e) This furniture are made of teak wood and would lasts long.
 - (f) Neither Sapna nor Manya want to go to the mall. Both of them wants to stay at home and watch the movie.
 - (g) Water account for around sixty per cent of our body weight and regulate our body temperature.
7. Make sentences with the phrases given below. One has been done for you.
- (a) ... , along with his cousin, ...
Kavi, along with his cousin, has gone to Nagpur for a week.
 - (b) ... , one of the tallest buildings in the world, ...
 - (c) ... , in addition to the answer keys, ...
 - (d) ... , who played the lead actor in the play, ...
 - (e) ... , as well as this book, ...
 - (f) ... , except for Himanshu, ...
 - (g) ... , the tallest student in my class, ...

Recap

When the verb(s) in a sentence agrees with the subject in terms of number and person, the sentence is said to have achieved subject–verb agreement. The table given below enlists a few rules of subject–verb agreement.

Rule	Examples
Singular subjects (except for <i>I</i> and <i>you</i>) take a singular verb, and plural subjects take a plural verb. If a sentence has multiple verbs, all the verbs agree with the subject.	<p><i>The shop opens ...</i> <i>The shops open ...</i> <i>The dog is running ...</i> <i>The dogs are running ...</i> <i>I sleep ...</i> <i>He boils the potatoes and puts them ...</i></p>
Main verbs after modals, and verbs in the Simple Past tense without helping verbs remain the same for both singular and plural subjects.	<p><i>Ayesha will submit ...</i> <i>We will submit ...</i> <i>Ashwin sketched ...</i> <i>They sketched ...</i></p>
We use a plural verb with a subject that has two or more nouns or pronouns connected by <i>and</i> . If they are connected by correlative conjunctions such as <i>either ... or</i> and <i>neither ... nor</i> , the verb agrees with the noun or pronoun closest to it.	<p><i>Tia and I were standing ...</i> <i>Either I or you are ...</i> <i>Neither you nor I am ...</i></p>
The verb agrees with the subject, irrespective of the modifiers. It also agrees with the subject in case two nouns or pronouns are combined by phrases such as <i>in addition to</i> and <i>as well as</i> .	<p><i>The deal with the least investment is ...</i> <i>Riya, as well as Pia, is ...</i> <i>The people who opposed the decision were ...</i></p>
Words such as <i>anyone</i> , <i>everything</i> and <i>each</i> take singular verbs. Collective nouns and words or phrases that indicate quantity, number or portions such as <i>all</i> , <i>a few</i> , <i>both of</i> and <i>none of</i> may take singular or plural verbs.	<p><i>Someone was ...</i> <i>All the workers are ...</i> <i>All the water has ...</i> <i>The team has/have ...</i></p>

10 Adjectives



Read the following paragraph.

The *majestic* Buland Darwaza is located at Fatehpur Sikri, Agra. It was built during the reign of the *great Mughal* emperor Akbar to celebrate his *glorious* victory over Gujarat. With *forty-two* steps, it is the *highest* gateway in the world.



In this paragraph, the words *majestic*, *great*, *Mughal*, *glorious*, *forty-two* and *highest* are **adjectives**. They tell us about different qualities of the nouns *Buland Darwaza*, *emperor*, *victory*, *steps* and *gateway*.

Adjectives are words that define, identify or modify nouns, pronouns or noun phrases.

Examples:

Geeta is *taller* than Kalpana.

Birds have *hollow* bones that make *their* bodies light.

The heart is the *main* organ in the *circulatory* system.

- Underline the adjectives in the following sentences. Also, bracket the nouns they modify.
 - My brother is a left-handed batsman.
 - Renu saw a big poisonous snake in the backyard.
 - Darjeeling is famous for its tea gardens.
 - I saw an old woman with grey hair trying to enter the crowded bus.
 - The excited children jumped into the big swimming pool.
 - The new blue silk sarees were ruined by the careless washerman.
 - The river becomes muddy when the dry season arrives.
 - Nancy has a pair of black shoes and a beautiful gown.



Note: Adjectives can be placed before a noun or after a verb as part of the predicate.

Examples:

I bought an *interesting* book last week.

The bag you gifted me is very *light* and *comfortable*.

Adjectives can be categorised into seven types.

- Adjectives of quality
- Adjectives of number
- Demonstrative adjectives
- Distributive adjectives
- Adjectives of quantity
- Possessive adjectives
- Interrogative adjectives

Let's learn about them in detail. Look at the following sentences.

Do you want to wear the *crimson* dress or the *leather* jacket?

The *hungry* tiger couldn't catch the *clever* fox.

He wanted it to be *small* and *rectangular*.

The words in red, namely *crimson* (colour), *leather* (material), *hungry* (state of being), *clever* (personality trait), *small* (size) and *rectangular* (shape) describe the qualities of the nouns *dress*, *jacket*, *tiger*, *fox* and the pronoun *it*, respectively. Such adjectives are called **adjectives of quality**.

Adjectives of quality describe the kind or quality of a noun or pronoun. They answer the question: what kind of.

Examples:

My grandfather is a *kind-hearted* and *punctual* person.

The *ceramic* plate fell on the floor and broke into *tiny* pieces.

You have a *round* face along with *brown* eyes and *shiny* hair.

Qualities of a noun can be its shape, size, colour, material, or even emotional states (*happy*, *nervous*), tactile experiences (*rough*, *silky*), opinion (*beautiful*, *smart*), age (*ancient*, *modern*), taste (*bitter*, *spicy*), origin (*Indian*, *British*), personality traits (*intelligent*, *fearless*), etc.

Now, look at the following sentences.

Add *some* chocolate on top of the cake.

A little learning is a dangerous thing.

You have *a lot of* time to reach the airport.

In these sentences, the words in red, namely *some*, *a little* and *a lot of* describe the quantity of the nouns *chocolate*, *learning* and *time*, respectively. Note that the nouns in these sentences are uncountable. The adjectives that tell us about the quantity of nouns are called **adjectives of quantity**.

Adjectives of quantity describe the quantity of a noun or pronoun. They answer the question: how much. They are generally used with uncountable nouns.

Examples:

*The students have got **much** work to do.*

*Vivek has **enough** money to buy a new house.*

*Is there **any** milk left in the bottle?*

Let us now look at the following sentences.

*A football team consists of **eleven** players.*

*Who was the **first** Indian to win the Nobel Prize?*

***Many** students play table tennis in the morning.*

In the sentences above, the words *eleven* and *many* describe the number of nouns *players* and *students*, respectively, whereas the word *first* describes the position of the noun *Indian*. Note that the nouns in these sentences are countable. The adjectives that tell us about the number or position of nouns are called **adjectives of number**.

Adjectives of number inform us about the number or position of a noun or pronoun. They answer the questions: how many or what position. They are generally used with countable nouns.

Examples:

*Mr Kumar has **ten** oxen and **five** cows in his farm.*

*Yesterday was my **second** music class.*

***Most** students have passed the examination.*

As mentioned earlier, adjectives of numbers can indicate the number or position in the following ways:

- Cardinal numbers can be used to tell the exact number of countable noun(s) or pronoun(s). For example, *one*, *three hundred*, etc.
- Ordinal numbers show the order or position of countable noun(s) or pronoun(s). For example, *fourteenth*, *last*, etc.
- Adjectives such as *some*, *many*, *few*, *a few*, *enough* are used to indicate an indefinite number of nouns(s) or pronoun(s). For example, *a few paintings*, *many families*, etc.

- An adjective of number may refer to a fraction. For example, *my bag is one-third the weight of your bag.*

Note: Sometimes, the same adjective can be used as an adjective of quantity or adjective of number, depending on its usage.

Examples:

The cat drank some milk. (Adjective of quantity)

There are some policemen at the door. (Adjective of number)

2. Underline the adjectives in the following sentences. Put the adjectives in the correct columns.
- The fifth boy in the first row is a singer.
 - Please add a little honey to the hot milk.
 - The new seminar room has enough chairs for all the guests.
 - Parul bought some radishes, two lemons and numerous tomatoes.
 - You must eat green leafy vegetables and drink fresh milk to stay healthy.
 - Many ancient palaces in Rajasthan have been converted into grand hotels.
 - The doctor prescribed her two ointments to heal cracked heels within a few days.
 - Farhan didn't have much knowledge about the new cafe.

Adjective of Quality	Adjective of Quantity	Adjective of Number

Now, let us look at the following sentences.

Some robbers broke into their house.

Our school has two playgrounds.

The camera is in my bag.

In these sentences, the words in red modify nouns by showing possession. If we ask the question *whose* about the nouns, we get these words as answers (*whose house?* – *their house*; *whose school?* – *our school*; *whose bag?* – *my bag*). Such adjectives are called **possessive adjectives**.

Adjectives that are used with nouns to show possession are called **possessive adjectives**. They answer the question: *whose*. *My, our, your, his, her, their* and *its* are possessive adjectives.

Examples:

My painting won the first prize in the competition.

The lioness was protecting her cubs.

Your brother lost his mobile phone.

Note: Do not confuse *its* with *it's*. *It's* is the contracted form of *it is/has*.

Read the following sentences.

My father bought this car.

These sonnets were written by William Shakespeare.

That school has the best faculty and facilities.

The words in red, namely *this, these* and *that* point to the nouns *car, sonnets* and *school*, respectively. If we ask the question *which* about the nouns, we get these words as answers (*which car?* – *this car*; *which sonnets?* – *these sonnets*; *which school?* – *that school*). Such adjectives are called **demonstrative adjectives**.

Adjectives that help us point to nouns they precede are called **demonstrative adjectives**. They answer the question: *which*. *This, that, these* and *those* are the four common demonstrative adjectives.

Examples:

Those books are extremely expensive.

Could you keep these clothes on the table?

That man can swim for three hours at a stretch.

This and *that* are used with singular nouns, whereas *these* and *those* are used with plural nouns. To point to nouns that are near, we use *this* and *these*, but to point to nouns that are at a distance, we use *that* and *those*.

Look at the following sentences.

Which story did you like the most?

What dress shall I wear to the party?

Whose pen is this?

In the sentences above, *which*, *what* and *whose* are used before nouns to ask questions. Such adjectives are examples of **interrogative adjectives**.

Interrogative adjectives are words used before nouns to ask questions. *Which*, *what* and *whose* are the interrogative adjectives.

Examples:

Which restaurant will you go to?

What bird is this?

Whose wallet is lying on the bed?

Read the sentences given below.

Each patient will be given free medical treatment.

I can buy *either* diary, but I prefer the one with brown cover.

Every party member has to be present at the meeting.

The words in red, namely *each*, *either* and *every* refer to individual members of the groups of patients, diaries and party members, respectively. Such adjectives are examples of **distributive adjectives**.

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

Examples:

Either team may win the match.

Every book in the series had an author's note and an introduction.

Neither participant got selected for the next round.

Each is used to show that a single condition is applied to everyone in a group. *Every* is used to refer to each member of a group, although all the members of the group are considered without exception. *Each* and *every* can be used interchangeably. While we use *either* to refer to one of the two options, *neither* means that none of the options can be considered.

Note: Possessive, demonstrative, interrogative and distributive adjectives are immediately followed by nouns they modify. If they are used to replace or stand for nouns or pronouns, they become possessive, demonstrative, interrogative and distributive pronouns.

Examples:

Those books are mine. (*Those* – demonstrative adjective; *mine* – possessive pronoun)

Those are *my* books. (*Those* – demonstrative pronoun; *my* – possessive adjective)

Whose mug is this? (Interrogative adjective)

Whose are these notebooks? (Interrogative pronoun)

Neither candidate won the election. (Distributive adjective)

Neither won the election. (Distributive pronoun)

3. Select the appropriate option from brackets and complete the following sentences. Write *P* for possessive, *DI* for distributive, *I* for interrogative and *DE* for demonstrative adjectives in brackets after the sentences.

- (a) _____ (*each/whose*) article did you like the most? ()
- (b) Do not touch _____ (*that/these*) paintings. ()
- (c) _____ (*those/neither*) rare pearls are worth fifty lakhs. ()
- (d) She wrote _____ (*her/their*) name on the cake. ()
- (e) _____ (*either/what*) restaurant serves Chinese cuisine. ()
- (f) _____ (*neither/whose*) player scored more than fifty in the match. ()
- (g) _____ (*ours/our*) exams have been rescheduled again. ()
- (h) _____ (*which/either*) pair of shoes did _____ (*those/your*) mother buy for you? () ()

Look at the following sentences.

Astha sold her *three* book racks.

Astha sold her *small* book racks.

Astha sold her *circular* book racks.

Astha sold her *black* book racks.

Astha sold her *steel* book racks.

Instead of using five different sentences to qualify the same noun phrase *book racks*, we can put them in one sentence as follows:

*Astha sold her **three small circular black steel** book racks.*

We often use more than one adjective to describe a noun or a pronoun. In such cases, it is necessary to decide the order of the adjectives. The following table shows the usual order in which adjectives are placed in a sentence.

Number	Opinion	Size	Age	Shape	Colour	Origin	Material
1	2	3	4	5	6	7	8

Examples:

*Kasturi ate **three big fresh round red** apples.*

number size age shape colour

*I have a **beautiful modern square golden** box to collect old coins.*

opinion age shape colour

*It was an **old Chinese ceramic** plate.*

age origin material

- When adjectives of two or more categories are used in a sentence, they are written in the order discussed above without using commas. For example,

*Please discard that **old yellow cotton** shirt of yours.*

age colour material

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

Examples:

*He had **green and blue** walls in his house.*

*My brother is a **strong, brave and honest** policeman.*

- Rearrange the following words to form meaningful sentences. One has been done for you.
 - of Beware German the big five shepherds
Beware of the five big German shepherds.
 - actress an was The Scottish young beautiful woman
 - I enjoy tasteful English simple breakfast

- (d) Meghna wore Indian a muslin white gown yesterday stylish
- (e) very My sister is person younger kind a polite and
- (f) silver The expensive necklace is attractive very
- (g) A yellow small wooden box lies beneath the rectangular big bed



Now, let's learn a few more things about adjectives.

- Many nouns appear before other nouns to modify them. In such cases, the modifying noun functions as an adjective.

Examples:

*I lost my **tennis** ball somewhere in the playground.*

*Sudha gave him a **diamond** ring on his birthday.*

*The girl is reading a **mystery** novel.*

- Some adjectives are formed by joining two or more words. They are called **compound adjectives**. The words are usually joined by a hyphen or hyphens when placed before a noun. The hyphen is not used when a compound adjective is placed after a noun.

Examples:

*My **ten-year-old** sister beats me at chess.*

*But, My sister who beats me at chess is **ten years old**.*

*Everyone thinks that it was a **cold-blooded** murder.*

*J.K. Rowling is a **well-known** author.*

- Many adjectives are formed by adding to a noun prefixes such as **un-**, **in-**, **im-** and **il-** or suffixes such as **-al**, **-ish**, **-able**, **-ious**, **-less**, **-ive** and **-ful**.

Examples:

*He is a **childish** person. (child + **-ish**)*

*Meeting the maestro was a **magical** experience. (magic + **-al**)*

5. Complete the following sentences with appropriate adjectives of the types mentioned in brackets. Make sure not to repeat the adjectives. One has been done for you.

- (a) **Every** (*distributive*) child must have the basic right to education.
- (b) _____ (*interrogative*) superpower would you like to have?
- (c) He does not drink _____ (*quantity*) water.
- (d) Shweta ties _____ (*possessive*) hair with a _____ (*quality*) ribbon.

- (e) The _____ (*number*) person to solve the riddle will win an _____ (*quality*) prize.
- (f) I have read _____ (*demonstrative*) books already.
- (g) I have heard _____ (*number*) horror stories from _____ (*possessive*) grandfather about _____ (*quality*) places in _____ (*possessive*) town.
6. Complete the following sentences with the adjective forms of the words given in brackets. One has been done for you.
- (a) Mr Singh is an **honourable** (*honour*) and kind person.
- (b) You looked so _____ (*comic*) in that costume.
- (c) I am _____ (*doubt*) about the whole idea.
- (d) The buses in this city are absolutely _____ (*hope*).
- (e) Kushal was swimming in the _____ (*peace*) lake.
- (f) He was a _____ (*courage*) and _____ (*intelligence*) man.
- (g) My mother works in a _____ (*nation*) corporation.
- (h) 'Bravery' is an example of _____ (*count*) noun.
7. Rewrite the following sentences correctly. One has been done for you.
- (a) It was a which film, but the songs were every.
It was a boring film, but the songs were enjoyable.
- (b) Some kind of tea do you prefer – ice or hot?
- (c) The night felt sad dark cold.
- (d) The this boy called more father immediately.
- (e) There is six juice and much bananas in the fridge.
- (f) The museum had marble four antique big statues of Buddha.
- (g) Mine school has any classrooms and fourth computer labs.
- (h) Don't pluck leaves from the green small young flowering plants.

Recap

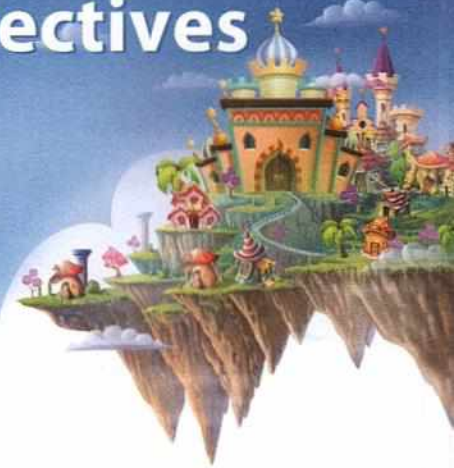
- **Adjectives** are words that define, identify or modify nouns, pronouns or noun phrases.
- Adjectives are of seven types.
 - **Adjectives of quality:** *smart, large, circular, green, leather*
 - **Adjectives of quantity:** *sufficient, some, little, enough, much*
 - **Adjectives of number:** *forty-nine, many, last, first, sixth*
 - **Possessive adjectives:** *my, his, her, their, your, our, its*
 - **Demonstrative adjectives:** *this, that, these, those*
 - **Interrogative adjectives:** *what, whose, which*
 - **Distributive adjectives:** *each, every, either, neither*
- The following table shows the usual order in which adjectives of different categories are placed in a sentence.

Number	Opinion	Size	Age	Shape	Colour	Origin	Material
1	2	3	4	5	6	7	8

Example:

The actor signed *three interesting new Marathi* movies.

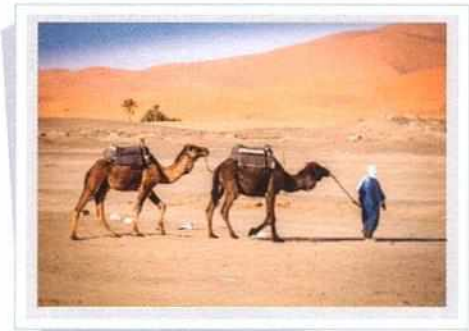
number opinion age origin



Look at the following sentences.

*This stadium is **bigger** than Wankhede Stadium.
The Sahara is the **largest** desert in the world.*

We learnt in the previous chapter that adjectives are used to qualify, identify and modify nouns or pronouns. In this chapter, we will learn about one more function of adjectives: comparison. Adjectives are also used to compare two or more nouns or pronouns. In the sentences above, the words in red are adjectives. In the first sentence, the adjective **bigger** is used to compare the two stadiums. In the second sentence, the adjective **largest** helps us compare the Sahara desert with all the other deserts in the world. Adjectives can be used in three degrees of comparison.



- Positive degree
- Comparative degree
- Superlative degree

Look at the following sentences.

*He is a **funny** person.
Nandini is a **smart** and **intelligent** woman.
The doughnuts are **tasty** and **sweet**.*

The adjectives in red have been used in their base forms. They describe the qualities of a noun and pronoun without comparing it with any other noun or pronoun. Such adjectives are said to be in the **positive degree**.

An adjective is in the **positive degree** if it is used in its base form to describe a noun or a pronoun.



Examples:

This neem tree is very *old*.

His village is *peaceful* and *quiet*.

Khushi's painting is both *modern* and *traditional* in style.

Positive degree is also used to make comparisons that are at the same level.

Examples:

Bhushan is as *shy* as Prakhar.

Adequate sleep is as *important* for our body as exercise.

Manish is not as *tall* as Kamna.

Now, look at the sentences given below.

He is *funnier* than Rashid.

This task is *simpler* than the previous one.

The doughnuts are *sweeter* than the pancakes.

In the sentences above, the adjectives in red are used to compare two nouns or pronouns. In the first sentence, the adjective *funnier* compares the pronoun *he* with the noun *Rashid*. In the second sentence, the adjective *simpler* compares the two tasks. In the third sentence, the adjective *sweeter* compares the nouns *doughnuts* and *pancakes*. Such adjectives are said to be in the **comparative degree**.

An adjective is in the **comparative degree** if it is used to compare a noun or pronoun with another noun or pronoun. The comparative degree is followed by *than*.

Examples:

That box is *heavier* than this table.

His hair is *greyer* than my hair.

Your dress is *brighter* than mine.

Now, look at the following sentences.

Desi Junction is the *best* restaurant in this area.

This is the *cheapest* dress in the entire collection.

The bee hummingbird of Cuba is the *smallest* bird in the world.

In the sentences above, the adjectives in red are used to compare a noun with all the other nouns or a group of nouns of the same category. For example, *the bee hummingbird of Cuba* is compared with all the birds in the world on the basis of size. Such adjectives are said to be in the **superlative degree**.

An adjective in the **superlative degree** is used to compare a noun with all the other nouns or a group of nouns belonging to the same category. We usually add *the* before an adjective in superlative degree.

Examples:

This is the **tallest** building in the town.

Kartik Aryan is the **smartest** actor of this decade.

It's the **easiest** problem in the entire textbook.

1. Underline the adjectives in the following sentences. Write *P* for positive, *C* for comparative and *S* for superlative degree.

- (a) This place is quieter than the previous one. _____
- (b) Mukesh Ambani is one of the richest men in the world. _____
- (c) The temperature inside the lab is higher than outside. _____
- (d) Her hair is shorter than it was before. _____
- (e) Hyderabad is busier than Patna, but not as busy as Mumbai. _____
- (f) This is the safest place to keep all the important documents. _____
- (g) I am not as good at mathematics as at other subjects, but I scored _____ better marks this time.

Now, let us look at the ways of forming comparative and superlative degrees of adjectives.

- Adjectives in the positive degree that do not end with *e* form their comparative and superlative degrees by adding **-er** and **-est** to them, respectively.

Examples:

<i>thick</i>	<i>thicker</i>	<i>thickest</i>
<i>rich</i>	<i>richer</i>	<i>richest</i>
<i>strong</i>	<i>stronger</i>	<i>strongest</i>

- For adjectives that end with *e*, we add **-r** and **-st** to form the comparative and superlative degrees, respectively.

Examples:

<i>cute</i>	<i>cuter</i>	<i>cutest</i>
<i>brave</i>	<i>braver</i>	<i>bravest</i>
<i>large</i>	<i>larger</i>	<i>largest</i>

- For adjectives ending in a **consonant + y**, we change the **y** to **-ier** and **-iest** to form the comparative and superlative degrees, respectively.

Examples:

<i>busy</i>	<i>busier</i>	<i>busiest</i>
<i>happy</i>	<i>happier</i>	<i>happiest</i>
<i>clumsy</i>	<i>clumsier</i>	<i>clumsiest</i>

- For adjectives ending in a **vowel + t/g/d/n**, the consonant is doubled and then **-er** and **-est** are added to form the comparative and superlative degrees, respectively.

Examples:

<i>hot</i>	<i>hotter</i>	<i>hottest</i>
<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>sad</i>	<i>sadder</i>	<i>saddest</i>
<i>thin</i>	<i>thinner</i>	<i>thinnest</i>

- Some adjectives in positive degree take **more** and **most** or **less** and **least** to form comparative and superlative degrees, respectively.

Examples:

<i>useful</i>	<i>more useful</i>	<i>most useful</i>
<i>dangerous</i>	<i>more dangerous</i>	<i>most dangerous</i>
<i>difficult</i>	<i>less difficult</i>	<i>least difficult</i>
<i>expensive</i>	<i>less expensive</i>	<i>least expensive</i>

- Sometimes, we use completely different words to form the comparative and superlative degrees. Such adjectives are called **irregular adjectives**.

Examples:

<i>good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>many/much</i>	<i>more</i>	<i>most</i>
<i>old</i>	<i>older/elder*</i>	<i>oldest/eldest*</i>
<i>far</i>	<i>farther/further**</i>	<i>farthest/furthest**</i>

**Elder/Eldest* are used to indicate age for family relations, whereas *older/oldest* are used to indicate age generally.

***Farther/Farthest* are used to indicate distance, whereas *further/furthest* are used to indicate position.

2. Complete the following table with the different degrees of comparison.

Positive	Comparative	Superlative
		fastest
friendly		
	less	
		darkest
heavy		
	more excited	
good		
		most active
	elder	
popular		

Here are a few things to remember about comparison of adjectives.

- We can replace a superlative degree with a comparative degree in a sentence without changing its meaning.

Examples:

*He is the **shortest** boy in the team. (Superlative)*

*He is **shorter** than all the other boys in the team. (Comparative)*

- Some adjectives such as **senior**, **junior**, **inferior**, **superior** and **preferable** have no positive or superlative degrees. Such adjectives are used in comparative degree and are followed by *to* (not *than*).

Examples:

*Ritesh is two years **senior** to him.*

*That fabric is **superior** to this one in quality.*

*Your option is **preferable** to mine in this case.*

- Some adjectives cannot be expressed in degrees. For example, if something is **complete**, it cannot be more or less complete than others. Such adjectives have no comparative or superlative degrees.

Examples:

*The new design is **perfect** for everyone. (not, more/most perfect)*

*The report was **complete** in all manners. (not, more/most complete)*

*His style of painting is **unique**. (not, more/most unique)*

3. Fill in the blanks with the correct option to complete the following sentences.
- Simi likes to keep her room _____ (*clean/cleaner*).
 - Milk is _____ (*thick / more thick / thicker*) than water.
 - Winning the prestigious scholarship was the _____ (*better/best/good*) moment of her life.
 - The airport was _____ (*farther / more far*) than we expected.
 - The Giver* is _____ (*the most interesting / more interesting*) book I have read.
 - January is _____ (*longest/longer*) than April, but February is _____ (*shorter / the shortest*) month.
 - I am _____ (*elder/older*) to my sister, but my brother is the _____ (*eldest / most old*).

4. Complete the following sentences using appropriate degrees of comparison.

- Her description of the thief is _____ (*accurate*) than yours.
- Shreya Ghoshal's voice is the _____ (*sweet*) of all.
- The cushioned chair is _____ (*comfortable*) than the wooden one.
- Which is the _____ (*frightening*) movie you've ever watched?
- Kye Gompa is the _____ (*big*) Buddhist monastery of Spiti Valley.
- No one is as _____ (*creative*) as James in my circle of friends.
- The _____ (*near*) police station is about five kilometres from here.



5. Rewrite the following sentences as per the instructions given in brackets. Make other necessary changes as well. One has been done for you.

- Melbourne Cricket Ground is the largest of all cricket stadiums. (*Change to comparative degree.*)

Melbourne Cricket Ground is larger than all other cricket stadiums in the world.

- Steel is not as hard as diamond. (*Change to comparative degree.*)

- (c) Akansha is better than all other dancers in the school. (*Change to superlative degree.*)
- (d) Shivam is not as friendly as I thought. (*Change to comparative degree.*)
- (e) That book is interesting. This one is also interesting. (*Combine into a single sentence using positive degree.*)
- (f) The new television is smaller than the earlier one. (*Change using 'not' with positive degree.*)
- (g) His cake was very tasty. Your cake was not so tasty. (*Combine into a single sentence using comparative degree.*)
6. Identify the errors and rewrite the following sentences correctly. One has been for you.
- (a) My mother is most fearless person I know.
My mother is the most fearless person I know.
- (b) The milk chocolate is tastier the dark chocolate.
- (c) These printers are inferior than those we bought last month.
- (d) Harry Potter is more famous.
- (e) Your handwriting is most unique.
- (f) Cut the potatoes with the most sharp knife.
- (g) Heena's computer is not as fastest as my computer.
7. Look at the following sentences. Write a statement on each using different degrees of comparison. One has been done for you.
- (a) Ayush has won the state boxing championship.
Ayush is the best boxer in the state.
- (b) The college hall can accommodate a hundred people and the seminar room fifty.
- (c) Salim's body temperature is 101 °F while Ahana's is 103 °F.
- (d) The terrace of the red building is visible from the terrace of the yellow one but not vice versa.
- (e) Naina finished her exam at 12:40 p.m. Dinesh left the exam hall at 1 p.m.
- (f) Ujjwal won the gold medal while Keshav won the bronze medal in the race.
- (g) Unlike the last time, the baby cried a lot during the vaccination.

Recap

- Adjectives are used to compare two or more nouns or pronouns using three degrees of comparison.
 - An adjective is in the **positive degree** if it is used in its base form to describe nouns or pronouns. For example, *big*, *beautiful*, etc.
 - An adjective in the **comparative degree** is used to compare a noun or pronoun with another noun or pronoun. For example, *bigger*, *more beautiful*, etc.
 - Adjectives in **superlative degree** are used to compare a noun with all the other nouns or a group of nouns belonging to the same category. For example, *biggest*, *most beautiful*, etc.
- The comparative degree is generally followed by *than*. Some adjectives such as *senior*, *junior*, *inferior*, *superior* and *preferable* have no positive or superlative degrees and are followed by *to*.
- We always use *the* before an adjective in the superlative degree.
- We can replace the superlative degree of an adjective in a sentence with its comparative degree without changing its meaning.
- Adjectives such as *perfect*, *complete* and *unique* have no comparative or superlative degrees.



Look at the following sentences.

Madhurima went *to* Delhi yesterday.

The earth revolves *around* the sun.

Will Tisha and Parul come *with* us?

In the sentences above, all the words in red, namely *to*, *around* and *with*, show the relationship of *Delhi* (a noun), *the sun* (a noun phrase) or *us* (a pronoun) with other words. Such words are called **prepositions**, and the words that follow them are called their objects. *Delhi*, *the sun* and *us* are the objects of *to*, *around* and *with*, respectively.



Prepositions are words that show the relationship of a noun, a noun phrase or a pronoun with other words in a sentence. The nouns, noun phrases or pronouns that follow prepositions are called their objects.

Examples:

The cat jumped *over* the fence.

The angry protesters were standing *outside* the main office.

Meera will meet her parents *after* two years.

- Circle the prepositions in the following sentences and underline their objects.
 - We will go to the beach and see the sunset.
 - The crew greeted the passengers with folded hands.
 - Beware of pickpockets in the local buses and trains.
 - Some villagers spotted a deer near the well in the evening.
 - The thief hid behind the curtain as he saw someone in the kitchen.



- (f) The school auditorium was inaugurated by Dr Rao in 1988.
- (g) The plane was flying above the Himalayas, but I could not look outside the window as I was sitting on an aisle seat.

The following table shows the different types of prepositions along with their usages and examples.

Preposition and its Usage	Examples
Prepositions of place such as <i>in, on, at, behind, between</i> and <i>beside</i> tell us about the location of a noun or pronoun.	<i>Leela saw me at the shop in Kirti Nagar.</i> <i>My office is behind the metro station.</i>
Prepositions of time such as <i>at, in, since, until</i> and <i>before</i> indicate time.	<i>They left at 2 o'clock in the afternoon.</i> <i>He will play until dark.</i>
Prepositions of movement or direction such as <i>towards, across, into, through</i> and <i>over</i> tell us about the movement or direction of a noun or pronoun.	<i>We jumped into the pool.</i> <i>The car went through the dark tunnel.</i>
Prepositions of possession such as <i>with, of</i> and <i>to</i> are used to indicate that a noun or pronoun belongs to another noun or pronoun.	<i>The man with the briefcase is our client.</i> <i>These are the paintings of William Turner.</i>
Prepositions of manner such as <i>with, like</i> and <i>in</i> talk about the way something is done or happens.	<i>They accepted our invitation with pleasure.</i> <i>He fought like a lion on the battlefield.</i>
Prepositions of purpose or reason such as <i>for</i> and <i>to</i> indicate the reason or purpose of an action.	<i>Those necklaces are not for sale.</i> <i>Shridhar had gone to meet his uncle.</i>
Prepositions of measure such as <i>of</i> and <i>by</i> are used to connect the noun with its quantity.	<i>Add a pinch of salt to the curry.</i> <i>She decided to increase his wages by twenty per cent.</i>
Prepositions of source or origin such as <i>from</i> and <i>by</i> are used to indicate the origin of someone or something.	<i>I come from a small village in Telangana.</i> <i>This poem was written by Sarojini Naidu.</i>

Preposition and its Usage	Examples
Prepositions of means or instrument such as <i>by</i> and <i>with</i> indicate that the action on one noun or pronoun is caused by or with the means of another noun or pronoun.	<i>The thieves tried to unlock the almirah with a duplicate key.</i> <i>My brother goes to school by bus.</i>

A preposition establishes the relationship between its object and other words in a sentence. Thus, the function and type of a preposition used in a sentence depends on both its object as well as the other words. For example, *to* is used as a preposition of possession in *this pen belongs to me* and as a preposition of movement in *Sambit is going to office*.

- *With* can be used to talk about
 - one person or thing along with somebody or something. (*I live with my parents.*)
 - having or carrying something. (*My brother is down with fever.*)
 - using something. (*Have the noodles with chopsticks.*)
- *From* can be used to indicate
 - the origin of somebody/something. (*Hari is from London.*)
 - a particular period in time. (*My mother works from 9 to 6, five days a week.*)
 - the difference between things. (*His writing style is very different from mine.*)
- *At* can be used to indicate
 - a specific time. (*She will meet you at 2 p.m.*)
 - a place. (*They arranged a party at their house.*)
 - an activity. (*I am good at mimicking Bollywood actors.*)

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

- (a) The dog started to walk beside me.
- (b) My wife and I travelled around the world together.
- (c) Palak sat under the tree for an hour and read a novel.
- (d) The player threw the ball directly at the stumps.
- (e) The river flows beneath the bridge and then across the fields.
- (f) The singing competition will be held on Tuesday.
- (g) Walk down the road and you will reach the bank within five minutes.

Now, look at the following sentences.

*Chandan has been waiting here **since** morning.*

*The cheetah was slowly moving **towards** the doe.*

*We were waiting **for** you **at** the entrance.*

As in the sentences given above, prepositions are generally placed before their objects. However, they can also be used at other positions in a sentence.

- Prepositions are placed at the end of sentences, when their objects are either interrogative pronouns or relative pronouns.

Examples:

*What is she thinking **about**?* (The object of the preposition **about** is the interrogative pronoun *what*.)

*This is the chocolate that I am very fond **of**.* (The object of the preposition **of** is the relative pronoun *that*.)

- Sometimes, we begin a sentence with a preposition to emphasise the object of the preposition.

Examples:

***Towards** the mighty misty mountains we walked.*

***On** the table was a big lizard.*

- Sometimes, when we change the position of a preposition in a sentence, we drop the pronoun or change its form.

Examples:

*The pen **with** which she used to write letters got lost.*

*The pen she used to write letters **with** got lost.* (The pronoun *which* is omitted here.)

***To** whom should I give the papers?*

*Who should I give the papers **to**?* (The pronoun *whom* changes to *who*.)

3. Rearrange the words to form meaningful sentences. One has been done for you.

(a) A at of is brother mine good sports

A brother of mine is good at sports.

(b) who on speaking were to you the phone

(c) the throw into all waste papers basket the

- (d) shop buy from which this did you watch
- (e) chair sitting the is I of teak in which am made
- (f) could find the they were for not diary they looking
- (g) shop bookstore go to the the on beside Park Street

Look at the following sentences.

*Sabrina went to the market **along with** her brother.*

*The director accepted the award **on behalf of** the producer.*

*The participants should play **according to** the rules.*

In the sentences above, the words in red perform the function of prepositions. However, they are made up of two or more words. Such prepositions are called **complex prepositions**.

A **complex preposition** is a unit made up of two or more words that functions as a single preposition.

Examples:

*I reached the hotel twenty minutes **prior to** the event.*

***Instead of** repairing my old bike, I bought a new one.*

*The friends promised to remain **in touch with** each other.*

The following table lists two-word and three-word complex preposition.

Complex Preposition			
because of	other than	on account of	with regard to
contrary to	next to	in front of	by means of
due to	instead of	in spite of	in case of

Now, look at the following sentences.

*'Children' is an example **of** a common noun.*

*Do you believe **in** ghosts?*

*Jay is keen **on** joining the cricket club.*

In the sentences above, the prepositions **of**, **in** and **on** are used with the words *example* (noun), *believe* (verb) and *keen* (adjective). Certain nouns, verbs and adjectives naturally take certain prepositions when placed in a sentence. In other words, some words collocate with certain prepositions.

Examples:

There is no reason *for* you to become angry. (Reason *for*)

We contributed two lakh rupees *to* the flood relief fund. (Contribute *to*)

Mohan is capable *of* a much better performance than this. (Capable *of*)

The following table shows the collocation of nouns, verbs and adjectives with prepositions.

Noun + Preposition	Verb + Preposition	Adjective + Preposition
result <i>of</i>	dream <i>of</i>	ashamed <i>of</i>
reaction <i>to</i>	belong <i>to</i>	attached <i>to</i>
reason <i>for</i>	wait <i>for</i>	nervous <i>about</i>
trouble <i>with</i>	deal <i>with</i>	dissatisfied <i>with</i>
attitude <i>towards</i>	excel <i>at</i>	good <i>at</i>

However, it must be noted that a particular word does not necessarily collocate with only one preposition. It can be used with other prepositions in different contexts.

Examples:

- We are *anxious* (worried) *about* something and *anxious* (eager) *for* something to happen.
- We *agree with* an opinion/person, *agree on/about* a matter/decision, and *agree to* do something.
- We *look at* a bird, *look after* our grandparents and *look for* an answer.
- We are *pleased with* someone and *pleased about* something.

4. Fill in the blanks with the correct options from brackets to complete the following sentences.

- My office is close _____ (*to/at*) the bank where he works.
- I was given shelter in exchange _____ (*of/for*) the work.
- Mrs Ghosh looked _____ (*for/after*) the ring but could not find it.
- The picnic was amazing except _____ (*of/for*) the rain.
- List some effects of water pollution _____ (*on/in*) the environment.

- (f) Shravan passed the exam _____ (of virtue by / by virtue of) his hard work. His parents are extremely _____ (proud of / proud in) him.
- (g) _____ (in addition for / in addition to) my college, Paresh also applied _____ (to/for) IIT Bombay.

Now, look at the following sentence.

Raman is going home tomorrow. (not, going to)

In the sentence above, the verb *going* does not need the preposition *to*. The sentence makes complete sense without the preposition. Some expressions and words do not take any prepositions.

Examples:

We will discuss the story after reading it. (not, discuss about)

My niece resembles her father a lot. (not, resembles to)

Some words or expressions, when used with prepositions, convey a special meaning.

Examples:

*Please make yourself **at** home. (**At home** means to feel comfortable.)*

*The two teams entered **into** a heated argument. (**Enter into** is used for starting agreements, negotiations, discussions, etc.)*

*The nurse attended **to** my grandfather day and night. (**Attend to** means to pay attention or to handle something.)*

*I had a headache due to lack **of** sleep. (When **lack** is used as a noun, we use **of** with it.)*

Now, look at the following sentence.

*What time is the departure of your flight (**at**)?*

In this sentence, the preposition **at** has been used correctly, but it can be dropped. The sentence makes complete sense without it. In some expressions, we drop the preposition even if it is correctly used. The sentence makes complete sense without it.

Examples:

*Mayank eats (**in**) the same way as his sister.*

*The family had no house to live (**in**).*

Sometimes, a preposition gets omitted when the position of the indirect object is changed in a sentence.

Examples:

Gautam gave the letter *to* me. (Me – indirect object)

Gautam gave me the letter. (The preposition *to* is omitted.)

5. Complete the sentences with the appropriate prepositions from the box. You can repeat options, if necessary.

with	off	until	across	towards	on
about	for	at	through	in	above

- (a) My teacher told me a very interesting story _____ a fairy _____ golden hair.
- (b) The stuntman jumped _____ a burning tyre. Everyone was concerned _____ his safety.
- (c) The roads are covered _____ snow. We cannot leave the house _____ tomorrow.
- (d) They rowed the boat _____ the river while the birds were flying _____ them.
- (e) The documents are _____ the study table. Don't forget to take them.
- (f) After practising _____ several months, I succeeded _____ winning the elocution competition.
- (g) He got _____ the bus _____ the Red Fort and walked _____ it.
6. Rewrite the sentences dropping as many prepositions as you can.
- (a) The lost child had no place to go to.
- (b) Although Pawan is clever, he is lacking in confidence.
- (c) Do you have a bigger spoon to serve the soup with?
- (d) You can colour the painting in the same way as Anu.
- (e) Amit asked Rashid, 'Is the train approaching towards Delhi?'
- (f) Priyank will be married to Maya in the next month.
- (g) I will always remember meeting with Dr Kalam on that day.

7. Identify the errors and rewrite the following sentences correctly. One has been done for you.
- (a) Mr Khan has promised to be back from 6 p.m.
Mr Khan has promised to be back by 6 p.m.
- (b) The restaurant is open for 9 at the morning with late evening every day.
- (c) Her birthday falls on the third week at April.
- (d) Harry apologised on his father to accidentally hurting him.
- (e) Don't park your car of front in the house.
- (f) Are you travelling on air? If yes, then you will reach here since a few hours.
- (g) Kaustubh is fond in listening old melodies. He dreams at becoming a professional singer.

Recap

- **Prepositions** show the relationship of a noun, a noun phrase or a pronoun with other words in a sentence. The nouns, noun phrases or pronouns that follow prepositions are called their objects. In the sentence, *the airplane flew above the clouds*, *above* is the preposition and *the clouds* is its object.
- Prepositions can be categorised into several types: **place** (*near, behind*), **time** (*since, in*), **movement or direction** (*through, along*), **possession** (*with, of*), **manner** (*with, like*), **purpose or reason** (*for, to*), **measure** (*of, by*), **source or origin** (*from, by*), and **means or instrument** (*by, with*).
- Prepositions are generally placed before their objects (*Zambia is a country in Africa.*), or at the end of sentences when their objects are either interrogative pronouns or relative pronouns (*Who were you talking to?*).
- A **complex preposition** is a two- or three-word unit that functions as a single preposition. For example, *ahead of, in addition to*, etc.
- Some nouns, verbs and adjectives often collocate with particular prepositions. For example, *room for, approve of, similar to*, etc.
- Some expressions and words do not take any preposition, while in some, we omit the prepositions. We do not say *I will reach Kolkata on tomorrow*. We can drop the preposition in the sentence, *Mahi sleeps (in) the same way as her aunt*.

13 Adverbs



Look at the following sentences.

Shaan can speak Spanish *fluently*.

Palak went *upstairs* to get her book.

I have an interview *tomorrow* in the afternoon.

In the sentences above, the words in red, namely *fluently*, *upstairs* and *tomorrow*, modify the verbs *speak*, *went* and *have* by telling about their manner, location and time, respectively. These words are **adverbs**.

Adverbs can also modify adjectives and other adverbs.

Examples:

I was *extremely* hungry after swimming for an hour. (*Extremely* modifies the adjective *hungry*.)

The athlete ran *extremely* fast in the last race. (*Extremely* modifies the adverb *fast*.)

Adverbs are words that modify verbs, adjectives or other adverbs.

Examples:

I could *hardly* solve three puzzles in two minutes.

The coffee was *so* hot that it burnt my mouth.

Umesh spoke *too quickly* during the presentation.

1. Underline the adverbs in the following sentences.
 - (a) We saw a flock of birds flying overhead.
 - (b) Aanchal remembers her grandparents fondly.
 - (c) The mother asked him to come inside and help her.
 - (d) Sonam Kapoor acted very well in this movie.



- (e) The chief guest will arrive here very soon.
- (f) Handle these glass objects carefully. They are extremely fragile.
- (g) We should brush our teeth twice daily.

The following table shows the different types of adverbs along with their usages and examples.

Adverb and its Usage	Examples
<p>Adverbs of manner such as <i>quickly</i>, <i>angrily</i>, <i>quietly</i>, <i>neatly</i> and <i>well</i> tell us about the manner or way an action takes place.</p>	<p><i>Paresh looked at Kavya angrily.</i> <i>The teacher walked into the class quietly.</i></p>
<p>Adverbs of place such as <i>inside</i>, <i>everywhere</i>, <i>here</i>, <i>there</i>, <i>upstairs</i> and <i>nearby</i> tell us about the place or location where an action takes place.</p>	<p><i>She looked for her ring everywhere.</i> <i>Put the box here and the vase there.</i></p>
<p>Adverbs of time such as <i>now</i>, <i>tomorrow</i>, <i>soon</i>, <i>yet</i> and <i>later</i> tell us about the time of an action.</p>	<p><i>We will go to the mall tomorrow.</i> <i>I hope to see you soon.</i></p>
<p>Adverbs of frequency such as <i>always</i>, <i>never</i>, <i>daily</i>, <i>weekly</i>, <i>seldom</i> and <i>rarely</i> indicate how often something happens.</p>	<p><i>I always reach home before my sister.</i> <i>They go for their dance class daily.</i></p>
<p>Adverbs of degree such as <i>deeply</i>, <i>extremely</i>, <i>terribly</i>, <i>very</i> and <i>quite</i> show us the degree or extent to which something happens or something is done.</p>	<p><i>Isha sang extremely well in the final round.</i> <i>I am terribly scared of snakes.</i></p>
<p>Adverbs of reason such as <i>hence</i>, <i>therefore</i>, <i>so</i> and <i>since</i> express the reason for or purpose of an action.</p>	<p><i>Therefore, I left the party early.</i> <i>Jia missed her train and hence could not come.</i></p>
<p>Relative adverbs such as <i>when</i>, <i>where</i>, <i>why</i> and <i>how</i> modify a noun or pronoun and, at the same time, refer to the time, place, reason or manner of an action.</p>	<p><i>I forgot the way to the hall where the event was taking place.</i> <i>He remembered the day when he arrived in Mumbai.</i></p>

Adverb and its Usage	Examples
Interrogative adverbs such as <i>when</i> , <i>how</i> , <i>where</i> and <i>why</i> are question words used to ask questions about time, place, manner, degree and reason of an action.	<i>Why</i> do you want to go to Singapore? <i>How</i> will you complete your work within two weeks?
Adverbs of affirmation such as <i>definitely</i> , <i>surely</i> and <i>obviously</i> , and adverbs of negation such as <i>no</i> and <i>never</i> are used to confirm or negate an action, respectively.	They will <i>surely</i> reach the station in fifteen minutes. Anuj could <i>not</i> win the competition.
Sentence adverbs such as <i>surely</i> , <i>probably</i> , <i>fortunately</i> and <i>maybe</i> modify a complete sentence or statement.	<i>Fortunately</i> , Krish was not injured in the accident. <i>Maybe</i> , he has decided to sell this house.

Here are a few points you should remember about adverbs.

- Interrogative adverbs, interrogative adjectives and interrogative pronouns are all question words, used to ask questions, but they have different functions in a sentence.

Examples:

Which of these is your favourite? (*Which* – interrogative pronoun)

Which fruit do you like the most? (*Which* – interrogative adjective)

When will you join your college? (*When* – interrogative adverb)

- Similarly, both relative pronouns and relative adverbs relate two clauses or sentences, but have different usages.

Sentence	Usage
<i>This is the man + who stole my bag.</i>	The relative pronoun <i>who</i> joins two clauses in a sentence: <i>this is the man</i> and <i>he stole my bag</i> to modify the noun phrase <i>the man</i> . It replaces the pronoun <i>he</i> .
<i>This is the house + where Seema lives.</i>	The relative adverb <i>where</i> joins two clauses in a sentence: <i>this is the house</i> and <i>Seema lives here</i> to modify the noun phrase <i>the house</i> . It replaces the adverb <i>here</i> .

- Certain words can be used as prepositions, adverbs or conjunctions in sentences.

Examples:

I reached the venue before everyone else. (*Before* – preposition)

She had acted in a drama before. (*Before* – adverb)

Read the documents carefully before you sign them. (*Before* – conjunction)

- Adverbs such as *when*, *where*, *how* and *why* can act either as relative adverbs to relate two clauses or sentences together, or as interrogative adverbs to ask questions.

Examples:

Nobody knows how old he is. (Relative adverb)

How is he feeling today? (Interrogative adverb)

2. Underline the adverbs in the following sentences. State their kinds as well: *M* for manner, *P* for place, *T* for time, *F* for frequency, *D* for degree, *R* for reason, *I* for interrogative and *RL* for relative. One has been done for you.
 - (a) It rained quite heavily yesterday. (*D, M, T*)
 - (b) This is the spot where he fell.
 - (c) I have never read such a story before.
 - (d) Why did you speak angrily to your friend?
 - (e) Vimal's car had gone for a wash. He, therefore, had to take his bike.
 - (f) Turn left and then right. You can easily find the reception there.
 - (g) Everyone was utterly amazed to see the girl dance so effortlessly.

Now, let us look at the ways in which adverbs are formed.

- We generally add *-ly* at the end of adjectives and nouns to form adverbs of manner and frequency. For example, *quick* – *quickly*, *general* – *generally*, *month* – *monthly*, etc.
- If an adjective ends in *y*, we replace the *y* with *-ily*. For example, *merry* – *merrily*, *angry* – *angrily*, *easy* – *easily*, etc. However, adverbs such as *slyly*, *dryly* and *shyly* are formed from the adjectives *sly*, *dry* and *shy* without dropping the ending *y*.
- If an adjective ends in **able**, **ible**, or **le**, we replace the **e** with *-y*. For example, *suitable* – *suitably*, *terrible* – *terribly*, *gentle* – *gently*, etc.
- If an adjective ends in **ic**, **-ally** is added to it. For example, *graphic* – *graphically*, *artistic* – *artistically*, *systematic* – *systematically*, etc.
- Some adverbs are formed by adding *-wards* or *-wise*. For example, *down* – *downwards*, *clock* – *clockwise*, *east* – *eastwards*, etc.
- Words such as *right*, *long*, *high*, *hard* and *daily* have the same form as adjectives and adverbs. Sometimes, two adverbs can be formed from the same adjective – one with the base form and another with the *-ly* form. For example, *hard/hardly*, *deep/deeply*, *easy/easily*, etc.

Examples:

It was an extremely hard task. (*Hard* – adjective)

They studied *hard* for their exams. (*Hard* – adverb of manner)

You were *hardly* visible from here. (*Hardly* – adverb of degree)

Note: Not all words ending with **-ly** are adverbs. For example, *friendly, lovely, lively, costly, curly* are not adverbs.

Look at the sentences given below.

Rimi can swim *fast*.

Rimi can swim *faster* than Simi.

Among all the sisters, Priti can swim the *fastest*.

In the sentences above, all the words in red modify the verb *swim* and thus act as adverbs. However, they differ from each other in degrees of comparison. The adverbs *fast, faster* and *fastest* are in the positive, comparative and superlative degrees, respectively. Like adjectives, adverbs can also be used in the positive, comparative and superlative degrees.

Examples:

She cares *little* about her health.

She cares *less* about her health than her brother.

Her father cares the *least* about his health.

Adverbs change their forms according to the degree of comparison in several ways.

- Usually, adverbs that end in **-ly** take *more* and *most* or *less* and *least* to indicate comparative and superlative degrees.

Examples:

gently

more gently

most gently

frequently

less frequently

least frequently

carefully

more carefully

most carefully

- We add **-er** and **-est** to the positive degree of some adverbs to form comparative and superlative degrees. If the adverb ends in **y**, we replace the **y** with **-ier** and **-iest**.

Examples:

near

nearer

nearest

hard

harder

hardest

early

earlier

earliest

- For some adverbs, we use completely different words to form the comparative and superlative degrees.

Examples:

<i>well</i>	<i>better</i>	<i>best</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
<i>little</i>	<i>less</i>	<i>least</i>

Note: Unlike superlative adjectives, superlative adverbs do not always take *the* before them. In the sentence *of all the girls, Rashi is the **most** interested in music*, we are comparing Rashi with other girls and thus we use *the* before **most**. In the sentence *Praveen works **best** after listening to this song*, we are comparing Praveen's action of working in different situations and thus we do not use *the* before **best**.

3. Complete the following sentences as per the instructions given in brackets. One has been done for you.
- I work **more comfortably** (comparative degree of *comfortably*) at home than in office.
 - This flight goes _____ (adverb of *direct*) to Pune.
 - They returned _____ (comparative degree of *soon*) than we expected.
 - Ridhima dances _____ (adverb of *graceful* in the superlative degree) in the entire troupe.
 - It was _____ (adverb of *possible*) her worst performance ever.
 - Seema does not like fruits, but her father hates them _____ (superlative degree of *much*).
 - Raghu has been practising singing quite _____ (adverb of *regular*). He is getting _____ (comparative degree of *well*) at it.

Now, look at the following sentences.

***Only** Rita gave her mother a present.*

*Rita **only** gave her mother a present.*

*Rita gave **only** her mother a present.*

*Rita gave **only** a present to her mother.*

The same adverb **only** has been used at different positions. This change in position of the adverb changes the tone and meaning of the sentence. Depending on the meaning the speaker wants to convey, adverbs can be placed at different positions in a sentence.

- Sentence adverbs are generally used at the beginning of a sentence.

Examples:

Clearly, there is something wrong with the printer.

Fortunately, it did not rain yesterday.

- Adverbs of manner and place are placed just after the verb or its object in a sentence.

Examples:

Sooraj drives fast.

Tanuja ate her food slowly.

The dog ran upstairs.

The policeman took the thief inside.

- Generally, adverbs of time are placed at the end of a sentence. However, they can be placed at the beginning as well.

Examples:

Sujata met Mr Agarwal yesterday.

Tonight, we will try to sleep by 10.

- Adverbs of frequency, degree, affirmation and negation are usually placed before the word they modify. If there is a helping verb and a main verb, the adverb is placed between the two.

Examples:

I rarely buy clothes from this shop.

The Principal was very happy with the results.

Rohan was obviously lying about his health.

She is never late for her badminton practice.

- If an adverb modifies an adjective or another adverb, it is placed before the adjective or the adverb in the sentence.

Examples:

Jessica is quite good at sketching.

Dilip played extremely well in the last match.

4. Rearrange the words to form meaningful sentences. One has been done for you.

(a) father gone to park my has the just

My father has just gone to the park.

(b) I to juices prefer cold drinks usually

(c) Canada it cold generally in very is

- (d) pretty play these piano can the students well
- (e) nowadays to listen people radio rarely the
- (f) many Virat in score how match runs the did last
- (g) She and sick her could out extremely go friends was thus not with

5. Solve the puzzle with the help of the clues given below.

Across:

- 4. Sherlock Holmes was _____ convinced that the wife was the murderer.
- 5. We shall see you at the theatre very _____.
- 6. She waited outside the house for _____ three hours.

8. Prithvi _____ forgets to take his medicines after lunch.
10. She felt _____ tired after the morning walk.

Down:

1. Barking dogs _____ bite.
2. The receptionist asked me to wait _____ for five minutes.
3. Everyone went _____ to welcome the bride.
7. I would _____ have my breakfast than go to office hungry.
9. My mother told me that I should _____ tell lies.
6. Mention the function of the underlined words in the blanks.
- (a) Yoga is an essential part of my daily routine. _____
(b) If you want to succeed, you must keep your aim high. _____
(c) He was walking so slowly that we left him behind. _____
(d) I hope she hasn't been waiting for long. _____
(e) The captain was so annoyed with the referee that he left the match. _____
(f) Please go inside the cabin and submit your papers. _____
(g) They wanted to play the game clean. _____
7. Replace the underlined words with appropriate adverbs and rewrite the sentences.
One has been done for you.
- (a) The child fell from the chair three times.
The child fell from the chair thrice.
- (b) She does not write in a way that is clear to read.
(c) They go to their ancestral village every now and then.
(d) We should try to solve the problem in a logical manner.
(e) Vinita was watching the movie and reading the book at the same time.
(f) He played football without break for five hours.
(g) Rohita didn't break the plate on purpose.

Recap

- **Adverbs** are words that modify verbs, adjectives or other adverbs. For example, *rudely*, *inside*, *recently*, etc.
- Adverbs can be divided into several categories: **adverbs of manner** (*greedily*, *bravely*), **adverbs of place** (*nearby*, *everywhere*), **adverbs of time** (*later*, *then*), **adverbs of frequency** (*hourly*, *often*), **adverbs of degree** (*terribly*, *fully*), **adverbs of reason** (*hence*, *thus*), **adverbs of affirmation** (*certainly*, *definitely*), **adverbs of negation** (*never*, *not*), **relative adverbs** (*where*, *when*), **interrogative adverbs** (*why*, *where*) and **sentence adverbs** (*probably*, *undoubtedly*).
- Adverbs can be formed in different ways. For example, by adding **-ly** (*silently*), **-ally** (*economically*), **-wards** (*inwards*) or by retaining the same form as adjectives (*wrong*, *fair*).
- Adverbs can also be used in the positive, comparative and superlative degrees. For example, *carefully* – *more carefully* – *most carefully*, etc.
- Adverbs can be placed at different positions in a sentence.

Examples:

Occasionally, I go to Jaipur to meet Sumit.

I *occasionally* go to Jaipur to meet Sumit.

I go *occasionally* to Jaipur to meet Sumit.

I go to Jaipur *occasionally* to meet Sumit.

14 The Sentence



Read the following groups of words.

A	B
<i>Kaya to hospital gone has</i>	<i>Kaya has gone to the hospital.</i>
<i>The books I ordered</i>	<i>The books I ordered have been delivered.</i>
<i>Gifted a my computer new my father me birthday on</i>	<i>My father gifted me a new computer on my birthday.</i>

The groups of words in column A do not make complete sense. However, when they are either rearranged or supplied with more words to make the groups of words in column B, they make complete sense. Such groups of words as the ones given in column B are called **sentences**.

A **sentence** is a group of words arranged in an order so that they make complete sense. It always begins with a capital letter, but may end with a full stop (.), a question mark (?) or an exclamation mark (!). A sentence cannot be formed without a verb.

Examples:

The leopard climbed the tree within a few seconds.

Could you please open the window?

My favourite diary got lost in the metro!

Sentences generally have the following basic structure:

Subject + Verb + Object/Complement

Examples:

Anu has hired a car. (Subject + Verb + Object)

She is an extremely organised person. (Subject + Verb + Complement)

However, the structure can vary according to the verb, the type of sentence and other elements in the sentence. Sometimes, a sentence can be formed using a single verb.



Examples:

She sang so beautifully at the concert. (The sentence does not have an object as the verb *sang* is intransitive here.)

Did you inform the police about the theft? (The structure of the sentence changes to express a question.)

Stop! (A single verb acts as a sentence to express an order.)

1. Read the following groups of words. Put a tick mark (✓) for the ones that are sentences and a cross mark (✗) for the ones that are not sentences.
 - (a) Yoga exercise us and keep healthy. ()
 - (b) This perfume has been imported from France. ()
 - (c) The contestants that enter the last round. ()
 - (d) He tried calling the police after a few minutes. ()
 - (e) Bird tree singing cuckoo is a. ()
 - (f) What kinds of desserts can you prepare? ()
 - (g) None of us his birthday. ()

Now, read the following sentences.

Akshay works in a multinational company in Noida.

This book talks about the history of cricket in India.

My cousin from Amritsar is an architect as well as an interior designer.

All the sentences above have two parts: the red one and the green one. The red part tells us who or what the sentence is about. When we ask the question *what* or *who* to the green parts in these sentences, we get the red part as the answers. For example, who *works in a multinational company in Noida*? – *Akshay*. Similarly, what *talks about the history of cricket in India*? – *This book*. The green parts contain the verbs *works*, *talks* and *is*, and give information about the red parts. For example, the green part in the third sentence tells us what *my cousin from Amritsar* is. The red and the green parts in each sentence are its **subject** and predicate, respectively.

The **subject** is the part of a sentence that tells us who or what the sentence is about. The **predicate** is the part that contains a verb and gives information about the subject.

Examples:

Sakina has kept the suitcase on top of the almirah.

Nikhil and I were planning to fill the application form.

The judges have decided to give them another chance.

The following are a few more points to remember about the subject and the predicate:

- The subject of a sentence can be a single word, a phrase or a clause. Apart from the main noun or pronoun, it can also include other words such as determiners, adjectives, appositives, phrases and clauses.

Examples:

Arijit is playing chess with him. (The subject is just a word.)

That tall boy ran for ten kilometres in the marathon. (The subject is a noun phrase composed of a determiner, an adjective and a noun.)

Amisha and Tanya are sleeping in the other room. (Two subjects are combined using a conjunction.)

My uncle from Delhi is visiting us today. (The subject has the prepositional phrase: *from Delhi*.)

The girl who won the first prize is my classmate. (The subject has the clause: *who won the first prize*.)

M.F. Hussain, the famous artist, was also a filmmaker. (The subject has the appositive: *the famous artist*.)

- Sometimes, *it* and *there* act as dummy subjects, either in the absence of a subject or when the subject is placed elsewhere in a sentence.

Examples:

It was raining heavily that night.

There are two hundred students in that room.

- We can find the subject of a sentence by asking the question *who* or *what* to the main verb. The answer so obtained can be easily replaced by a suitable pronoun that acts as the subject of the sentence. For example, in the sentence, *John and Mary play badminton together*, when we ask the question *who play badminton together*, we get *John and Mary* as the answer. The answer can be replaced by the pronoun *they* or *we*. So, *John and Mary* acts as the subject in the sentence.
- The predicate of a sentence describes the subject using a main verb or a linking verb.

Examples:

Poornima talks very softly. (The predicate describes the subject using main verb.)

Sujata is a gifted singer. (The predicate describes the subject using the linking verb *is*.)

His mother found him asleep. (The predicate describes the object him using the complement *asleep*.)

2. Provide a suitable subject or predicate to complete the sentences. One has been done for you.
- The British established this college almost a century ago.
 - _____ was extremely pleasant and cool.
 - _____ commanded the soldiers to move forward.
 - Both Minal and Shraddha _____.
 - _____ are eligible to participate in the contest.
 - The shop at the turn of the road _____.
 - _____ was so boring that _____ fell asleep while watching it.

Based on their meaning, sentences are classified into five types.

- Declarative sentences
- Imperative sentences
- Optative sentences
- Interrogative sentences
- Exclamatory sentences

Look at the following sentences.

Smita borrowed my books for a week.

They did not go to Chandigarh that night.

A constellation is a group of stars forming a pattern in the sky.

All the sentences above make statements. They convey information about the subjects, namely *Smita*, *they* and *a constellation*. They either tell something about the subjects' actions (as in the first two sentences) or describe them (as in the third sentence). Such sentences are called **declarative sentences**. The first and third sentences are affirmative (positive) sentences as they affirm the action of borrowing the books and describing a constellation. The second sentence is a negative sentence as it negates the action of going to Chandigarh.

Declarative sentences make a statement. They give information about or describe someone or something. They end with a full stop. They can be either affirmative or negative.

Examples:

I am extremely fond of home-made sweets.

The poor man did not have money to buy food.

Many students joined the cleanliness drive yesterday.

- Negative sentences can be formed using words such as *no*, *never*, *nothing*, *nobody*, *neither*, *hardly* and *little*.

Examples:

There is nothing inside the bag.

Nobody could have imagined such a victory.

Harpreet hardly had any friends in her class.

- The subject can come either at the beginning or the end of a declarative sentence.

Examples:

The room was very small and dark. (*The room* – subject)

At the end of the road was a cafe. (*A cafe* – subject)

Note: It is not necessary that a sentence becomes negative by simply adding a negative word. A negative sentence should negate something. A sentence with a negative word can also be positive. For example, *something is better than nothing*.

Now, look at the following sentences.

Which city is called Pink City?

How do we find the area of a square?

Why did Akshita and Madhurima not go on the trip?

All the sentences above ask questions: about Pink City, the area of a square, and the reason why Akshita and Madhurima did not go on the trip. These sentences are called **interrogative sentences**. The first two sentences are positive interrogative sentences, whereas the last sentence is a negative interrogative sentence.

Interrogative sentences ask questions. They usually begin with a helping verb (different forms of *be*, *do* or *have*, or modals) or a question word, and end with a question mark. They can also be either positive or negative.

Examples:

Is your sister planning to buy a house?

How much sugar should we add to the cake batter?

Which animal among these cannot fly?

- The subject of an interrogative sentence can be found by answering the question in a declarative sentence. If the subject of the declarative sentence is present, or is replaced by a question word in the question, it is the subject of the interrogative sentence.

Examples:

Have you completed the assignment? (*You* – subject)

Who is going to cut the potatoes? (Who – subject)

Whose ring is lying near the sofa? (Whose ring – subject)

- The subject can come in the beginning, middle or at the end of an interrogative sentence.

Examples:

Who gave you permission to enter the locker room? (Who – subject)

How did she find the way to your home? (She – subject)

Where are Shina and Namrata? (Shina and Namrata – subject)

- An interrogative sentence can have dummy subjects.

Examples:

How many crayons are there in the box? (There – subject)

How does it feel to meet your idol in person? (It – subject)

Given below are the different types of questions an interrogative sentence can be.

- **Yes/No questions:** The answers to such questions can be either in *yes* or *no*.

Examples:

Have you ever been to London?

Can I call you after an hour?

- **Wh-questions:** In these sentences, question words such as *what*, *where*, *which*, *when*, *how* and *why* are used to ask for specific information or details such as time, place and reason.

Examples:

When will you board the bus from Hyderabad?

Where did you keep the documents I gave you yesterday?

- **Alternative questions:** They express choices or alternatives.

Examples:

Do you want the blue dress or the red one?

Did she take admission in your school or City Heart School?

- **Question tags:** They are added at the end of declarative sentences to confirm the statement or to seek information.

Examples:

You don't like chocolate pancakes, do you?

Sanjana can walk on her own now, can't she?

- **Echo questions:** They repeat a part of a declarative sentence that has been uttered. We use echo questions when we don't completely understand or want to confirm what we have just heard.

Example:

Avika: I gave the tickets to Mala.

Priya: You gave what to Mala? The tickets?

3. Mention the type of question the following interrogative sentences are. One has been done for you.

(a) A: Pratibha folded the clothes neatly.

B: Pratibha folded what neatly?

Echo question

(b) He has peeled the oranges for the juice, hasn't he? _____

(c) Whom has your mother bought this phone for? _____

(d) Do they want to have vanilla ice cream or chocolate waffles? _____

(e) Did you join the dance class or the theatre group? _____

(f) The artists are going to put their artwork on sale, aren't they? _____

(g) Have you told him the definition of photosynthesis? _____

(h) How many countries does India share its border with? _____

Observe the following sentences.

Stop teasing the dogs!

Please park your bike in the basement.

Let's not go for a walk after dinner.

The sentences above express a command, a request and a suggestion. They are **imperative sentences**. The first two sentences are positive imperative sentences, whereas the last sentence is a negative imperative sentence.

Imperative sentences express commands, requests, suggestions, advice, invitations, instructions, permission or prohibitions. They begin with verbs in their base form. Depending on the tone and intention of the speaker, imperative sentences can end either with a full stop or an exclamation mark. They can be either positive or negative.

Examples:

Do not share your ATM PIN with anyone. (Advice)

Come with us for the party tonight. (Invitation)

Add a tablespoon of honey to the mixture. (Instruction)

In imperative sentences, the subject is not mentioned, but implied. Since imperative sentences are directed at someone, *you* becomes the implied subject.

Examples:

(You) *Don't take photographs inside the premises!*

(You) *Throw the dry waste in the blue bin.*

Note: Sentences that express a request can be imperative in function but interrogative in form. For example, *could you give this book to Asha?*

Now, look at the following sentences.

What a thrilling match!

Chocolate pancakes with fruits are my favourite!

Alas! The team could not qualify for the last round!

All the sentences above express strong emotions. The first sentence shows excitement about the match being thrilling; the second one shows one's liking for something; and the third one expresses unhappiness due to something. All the sentences end with an exclamation mark. Such sentences are called **exclamatory sentences** or **exclamations**. The first two sentences do not have interjections, whereas the last sentence has the interjection *Alas!*

Exclamatory sentences or **exclamations** express emotions such as anger, happiness and surprise. They end with an exclamation mark. They can be with or without interjections.

Examples:

Oh my god! I can't believe my eyes. (Surprise)

How beautiful that painting is! (Admiration)

Hurray! We have successfully reached our target. (Happiness)

Here are a few points to remember about exclamatory sentences.

- Exclamatory sentences and interjections are different from each other. Interjections are words (or phrases) that are usually a part of exclamatory sentences. For example, *ouch!* is an interjection, but *ouch! I hurt my arm* is an exclamatory sentence.
- In exclamatory sentences, we use a comma for a mild interjection, but an exclamation mark to indicate a strong emotion.

Examples:

Indeed, it is very hot today.

Mom's packed broccoli again. Yuck!

- Exclamatory sentences can begin with an interjection, or words such as *what* and *how*. An interjection is followed by another sentence. *What* is followed by a noun or noun phrase, and *how* is followed by an adjective or adverb.

Examples:

Phew! I finally completed my work. (Interjection + sentence)

What a fascinating book this is! (*What* + a noun phrase + ...)

How rude your cousin is! (*How* + adjective + ...)

How calmly she handled the situation! (*How* + adverb + ...)

Sometimes, sentences with the structure of a declarative sentence can be exclamations. They have an exclamation mark at the end.

Examples:

I won the lottery! (Surprise, happiness)

They were supposed to be present in the meeting! (Anger)

- The subject of an exclamatory sentence can be in the beginning, middle or at the end of the sentence.

Examples:

You are the most special person in my life! (*You* – subject)

How colourful this dress is! (*This dress* – subject)

What a marvelous monument the Hawa Mahal is! (*The Hawa Mahal* – subject)

- Sometimes, the subject of an exclamatory sentence is omitted.

Examples:

What fun (we had)! (*We* – subject)

What a thrilling match (it is/was)! (*It* – subject)

- There can be multiple exclamation marks in an exclamatory sentence.

Examples:

Yikes! There is a lizard on your bag!

Wow! Your dance performance was marvellous!

Now, look at the following sentences.

Wish you a very happy birthday!

Wish I had a car with me right now!

May God bless you and your family!

The sentences above express a wish, a desire and a prayer. All the sentences end with an exclamation mark. Such sentences are called **optative sentences**.

Optative sentences express wishes, hopes, prayers, desires or curses. They generally end with an exclamation mark.

Examples:

May he get his visa approved soon! (Hope)

The devil take them for what they did to the poor kids! (Curse)

God help us in such difficult times! (Prayer)

4. Underline the subject and bracket [...] the predicate in the sentences given below.
One has been done for you.

(a) [Did] she [throw the dry leaves in the compost pit]?

(b) The moon appeared from behind the clouds.

(c) It is too windy to go out.

(d) What a difficult task it was to climb the last fifty steps!

(e) Smriti and I will not participate in the annual quiz this year.

(f) Which car got sold for fifty lakh rupees?

(g) The new professor from the University of Oxford teaches us English.

5. Read the following dialogue. Write *D*, *IN*, *IM* and *E* against declarative, interrogative, imperative and exclamatory sentences, respectively.

Alisha: Hi, what a pleasant surprise! How are you? () I didn't know you were in the city. () Please come in. ()

Sana: Yeah, I thought I would surprise you. () We last met each other four years ago, didn't we? ()

Alisha: You are right. () It was at the airport when you were leaving for Bengaluru. () Time flies so fast! ()

Sana: Would you like to have some tea or lemonade? () My cousin from Darjeeling sent me a packet of special vintage tea from there. ()

Alisha: I would love to have it. () I still remember the masala chai we used to get outside our college. () Long live Rohtash ji and long run the stall! ()

Sana: What an amazing flavour it had! () I wonder if the tea stall is still there. ()

Alisha: My brother just went there yesterday. () The old man there still prepares the same tea. () Would you like to go there anytime? ()

Sana: Actually, I have to go there tomorrow to collect some papers. () Let's go together and revive some old memories! ()

6. Rearrange the following groups of words to make meaningful sentences. The first word of each sentence has been underlined. Punctuate them according to the sentence formed.
- (a) for you tonight come dinner will
 - (b) answer tell the please me to this question
 - (c) pleasant what a morning was it
 - (d) want do after you to go lunch where
 - (e) melodies ritu likes night to old Hindi at listening
 - (f) inside make don't the hospital noise
 - (g) the any company not new us discount the on bike did offer
7. Identify the errors and rewrite the following sentences correctly as per the instructions given in brackets. One has been done for you.
- (a) When country are you travelling to? (*Ask the name of the country.*)
Which country are you travelling to?
 - (b) Is you sure that these shirts is yours? (*Subject-verb agreement*)
 - (c) What sour these grapes are! (*Show that the grapes are very sour.*)
 - (d) Didn't run on the wet floor. (*Instruction to not do something*)
 - (e) How an excellent place Shimla is to spend summers! (*Show that Shimla is an excellent place to spend summers.*)
 - (f) How did you spend all your savings on this wedding? (*Ask the reason for spending the savings.*)
 - (g) When far are the railway station from here? (*Subject-verb agreement; Ask the distance between the two locations.*)
8. Frame sentences for each situation given below. The type of sentence you need to frame is mentioned in brackets.
- (a) You just met a personality you admire and look up to. (*Exclamatory*)
 - (b) Your teacher asked you to name your favourite book or story. (*Declarative*)
 - (c) You are guiding someone to reach the library. (*Imperative*)

- (d) You want to ask your doctor about the next appointment. (*Interrogative*)
- (e) Your friend Swapna has come to your city for a day. You have a plan about how to spend the day with her. (*Imperative*)
- (f) You want to tell your mother about your first day at the new school. (*Declarative*)
- (g) You want to confirm whether your father has paid the electricity bill. (*Interrogative*)
- (h) You want to write a message for your friend on his birthday. (*Optative*)

Recap

- A **sentence** is a group of words arranged in an order so that it makes complete sense. The **subject** of a sentence tells us who or what the sentence is about, whereas the **predicate** gives information about the subject. For example, *she is an expert on this topic.*
- Based on their meaning, sentences are classified into five types.
 - **Declarative sentences:** *Neither of them could see their results.*
 - **Interrogative sentences:** *When do you go to the park?*
 - **Imperative sentences:** *Please help me with my project.*
 - **Exclamatory sentences:** *Oops! I spilt soup on my shirt.*
 - **Optative sentences:** *May God be kind to us all!*



Read the following dialogue.

Veer: I **saw** some of your old photographs yesterday.

Pakhi: They **were taken** by my father.

Veer: I **have kept** them in your drawer.

Pakhi: The red album **was gifted** by my mother.

Veer: We **will stick** the photographs in the album.

In Veer's speeches, the subjects *I* and *we* are the doers or agents of the actions (in red). They actively perform these actions. However, in Pakhi's speeches, the subjects *they* and *the red album* are the receivers of the actions (in green). In other words, they are passive. In this dialogue, Veer speaks in **active voice** whereas Pakhi speaks in **passive voice**.

If the subject is an active performer of the action, the verb is in the **active voice**. If the subject is a passive receiver of the action, the verb is said to be in the **passive voice**.

Examples:

My sister **bought** these dresses. – These dresses **were bought** by my sister.

They **staged** a brilliant play. – A brilliant play **was staged** by them.

I **wrote** a poem yesterday. – A poem **was written** by me yesterday.

- Look at the sentences given below. Write A against the ones in active voice and P against the ones in passive voice.
 - Gunjan bought three new bookmarks from the store. _____
 - I was taught mathematics by my father. _____
 - Alok carries this leather bag to his office every day. _____



- (d) The bag of gold coins was hidden by the pirates in the cave. _____
- (e) Mohan and Gita helped me in completing my homework. _____
- (f) I made a project on rainwater harvesting and its benefits. _____
- (g) The washing machine had not been used by them at all. _____

Let's look at how active voice is changed to passive voice.

He admires these paintings. – *These paintings are admired by him.*

Both the sentences have the same meaning, but they are in different voices. The first one is in active voice, whereas the second one is in passive voice. The following changes take place when active voice is changed to passive voice:

- The subject and the object interchange their positions.

He admires these paintings. → *These paintings are admired by him.*

(Subject) (Object) (Subject) (Object)

- If the subject or object of the verb in active voice is a pronoun, it changes in the following way when the sentence is converted to passive voice: I ⇒ me, we ⇒ us, he ⇒ him, she ⇒ her and they ⇒ them.

He admires these paintings. → *These paintings are admired by him.*

(He changes to him.)

- When we change active voice to passive voice, the tense of the verb does not change. The main verb changes to its past participle form and a suitable form of the *be* verb is added before it according to the subject and the tense of the main verb.

He admires these paintings. → *These paintings are admired by him.*

(Simple Present tense) (changes to *are* due to Simple Present tense and the plural subject + past participle form of *admire*)

In case of Present/Past Continuous and Perfect tenses, *being* and *been* are also added before the main verb. Sentences in both active and passive voices must have subject-verb agreement.

I am writing three essays. – *Three essays are being written by me.*

Note: The presence of the auxiliary verb *be* in any form followed by the past participle form of a verb is an essential marker of passive voice. Hence, we can identify the voice of a sentence by observing the verb phrase in it.

The following table shows how a sentence is written in active and passive voices in different tenses. Sentences with verbs in Present/Past/Future Perfect Continuous tenses and Future Continuous tense cannot be expressed in passive voice.

Tense	Active Voice	Passive Voice
Simple Present	We cook dinner.	Dinner is cooked by us.
Present Continuous	We are cooking dinner.	Dinner is being cooked by us.
Present Perfect	We have cooked dinner.	Dinner has been cooked by us.
Simple Past	We cooked dinner.	Dinner was cooked by us.
Past Continuous	We were cooking dinner.	Dinner was being cooked by us.
Past Perfect	We had cooked dinner.	Dinner had been cooked by us.
Simple Future	We will cook dinner.	Dinner will be cooked by us.
Future Perfect	We will have cooked dinner.	Dinner will have been cooked by us.

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

*He **admires** these paintings. – These paintings **are admired** by him.*

At times, we use prepositions such as *to*, *with* and *at* (instead of *by*) before the doer in passive voice.

Examples:

*They **know** these facts. – These facts **are known** to them.*

*Riya's presentation **pleased** the judges. – The judges **were pleased** with Riya's presentation.*

*The news **alarmed** them. – They **were alarmed** at the news.*

- Complete the sentences in passive voice with appropriate verb phrases. One has been done for you.
 - The children **were awoken** (*awake*) by their mother exactly at 6 a.m.
 - The store _____ (*keep*) closed on Mondays.
 - One of these dresses _____ (*design*) by Sabyasachi Mukherjee.
 - Ten goals _____ (*score*) in the tournament so far.
 - A tiger, as well as a lion, _____ (*take*) to the new zoo already.
 - A pack of cards _____ (*use*) by the magician to show his tricks.
 - This song _____ (*sing*) by him tomorrow. It _____ (*compose*) by his brother last year.

Here are a few more points about active and passive voice to remember.

- Passive voice is used
 - when we want to draw attention to the action of the subject, and the person, animal or thing that was affected by the action. For example, *thousands of sugarcanes were uprooted by a herd of elephants*.
 - when the doer or the agent of the action is unknown, not required or implied in a given context. In such cases, the agent is either not mentioned or omitted.

Examples:

My purse was stolen from the shop today. (The agent is unknown.)

Purity of gold is measured in carats. (The agent is not required.)

English is spoken worldwide. (The agent refers to people in general. It is implied and hence omitted.)

- when we do not want to mention the doer intentionally. For example, *the order for the attack had been given five hours ago*.
- Sometimes, the doer or agent of an action is not clear as nobody or nothing particularly is responsible for the action. Since the doer of the action is an essential requirement in active voice (and not in passive voice), such actions are expressed using passive voice. In such cases, we use the verb *get* instead of *be* before the main verb.

Examples:

Thousands of people get lost at the Kumbh Mela.

Many soldiers got killed during the battle.

- Only sentences with transitive verbs can be written in both active and passive voice. Sentences with intransitive verbs cannot be written in passive voice as intransitive verbs do not have objects that can receive the action of the verbs and act as subjects in passive voice.

Examples:

The monkeys plucked some mangoes. (*Plucked* – transitive verb; *some mangoes* – its object)

Some mangoes were plucked by the monkeys.

I walked to the park that evening. (*Walked* – intransitive verb: no passive form)

- Linking verbs such as different forms of *be*, *have*, *become*, *appear* and *look* talk about or describe the subject. They do not denote any action. Hence, sentences with linking verbs do not have a passive form.

Examples:

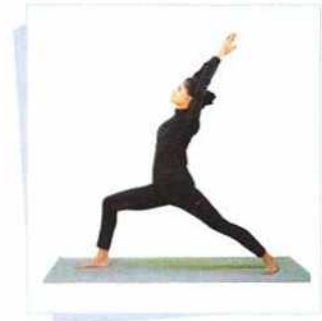
They **are** extremely talented and hardworking players.

Maya **had** a severe headache in the morning.

He **became** the head of department in 2001.

3. Look at the sentences given below. Tick (✓) the sentences that can be written in passive voice. Put a cross mark (✗) against the ones that cannot be written in passive voice.

- (a) They were extremely sick during the vacations. ()
- (b) Ruchi practises yoga daily. ()
- (c) The apple trees grew taller day by day. ()
- (d) He drove the car very slowly. ()
- (e) Old books have a nice smell. ()
- (f) I have been writing poems and short stories since 2010. ()
- (g) The snowfall continued for four hours. ()



4. Rewrite the following sentences by changing the voice from active to passive or vice versa. Omit the doer in passive voice, if possible.

- (a) Somebody stole their car last night.
- (b) Today's breakfast was made by him.
- (c) We measure a soccer field in yards.
- (d) He was not recognised by his friends.
- (e) The noise of the bursting firecrackers frightened the children.
- (f) All the chocolates will have been eaten by Koyal by tomorrow.
- (g) The police have finally arrested the three burglars.
- (h) They have set up helpdesks at fifteen points on the campus.

5. Use the words given below to make correct and meaningful sentences in active voice. Then, rewrite the sentences in passive voice. One has been done for you.

- (a) Kerala/Malayalam/speak
People speak Malayalam in Kerala.
Malayalam is spoken in Kerala.
- (b) Jim/buy/new/bicycle/birthday
- (c) they/tease/dogs/street

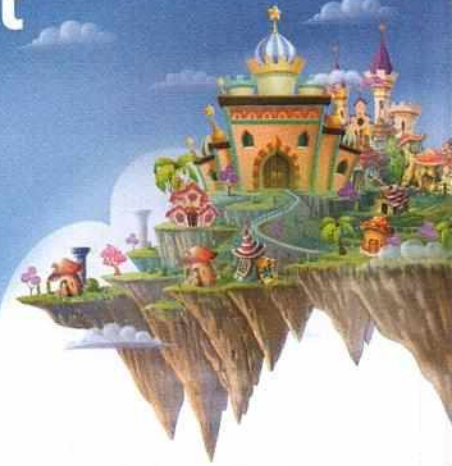
- (d) her/performance/concert/impress/judges
- (e) ticket collector/check/tickets/train
- (f) I/invite/friends/last/month/party
- (g) artist/decorate/clay pots/broken/mirror
6. Rewrite the following sentences correctly. One has been done for you.
- (a) The series of seven wonderful matches were winning by them.
The series of seven wonderful matches was won by them.
- (b) Him was guided by they in writing the research proposal.
- (c) A pair of jeans were bought my brother today.
- (d) This advice have given by him to achieve better results.
- (e) Neither the blue dress nor the red dress were wearing for her to the party.
- (f) Every performance in the competition have being applauded by the judges.
- (g) The gift was been unwrapped today though it is deliver a week ago.
7. News reports, scientific documents, notices, instructions and recipes are generally written in passive voice. Given below is a newspaper report written in active voice. Rewrite it in passive voice in your notebook.

GOLDEN JUBILEE ANNIVERSARY CELEBRATED

Hyderabad, April 19: The Jubilee Hills Welfare Club (JHWC) organised a function to celebrate fifty successful years of its establishment. Some residents of Jubilee Hills established JHWC on 26 April 1969. Late Dr Ambuj Reddy, a famous cardiologist, inaugurated it then. The present chairperson, Mr Venkatraman Rao, invited Dr Seema Reddy, the eldest daughter of Dr Reddy, as the chief guest. The entire committee welcomed her warmly. She congratulated all the members of the club for their excellent work and contribution to the society. She also highlighted and praised the construction of a new park and public toilets in the colony. The club also organised a cleanliness drive in the evening. Hundreds of people cleaned the local park. They also planted two hundred saplings in the park. The club served dinner to all the participants.

Recap

- If the subject of a sentence is an active performer of the action, the verb is in the **active voice**. For example, *Eva bought the flowers.* (*Eva* is the active performer of the action.) If the subject is a passive receiver of the action, the verb is said to be in the **passive voice**. For example, *the flowers were bought by Eva.* (*The flowers* are the passive receivers of the action.)
- Sentences with intransitive and linking verbs cannot be expressed in passive form. For example, the sentences *I will sleep early tonight* and *I am a doctor* cannot be written in passive form.
- Several changes take place when changing active voice to passive voice. For example,
Garima is helping them. \rightleftharpoons *They are being helped by Garima.*
 - The subject and the object interchange their positions.
 - The pronoun *them* changes to *they*.
 - *Is* changes to *are* as per the subject in passive voice (*they*) as well as the tense. The main verb (*helping*) is changed to its past participle form (*helped*) and *being* is added before it, so that the tense remains the same.
 - *By* is added before the doer/agent (*Garima*) in passive voice.



Look at the following sentences.

Mr Bakshi said, 'Rashid met the professor after lunch.'

Dhvani said, 'Mala has gone to her grandparents'.'

Aditya said to me, 'I am very lucky to have a friend like you.'

The sentences above tell us what Mr Bakshi, Dhvani and Aditya said in their exact words, placed within the inverted commas. Such sentences are said to be in **direct speech**.

When we use the exact words of someone while reporting what they said, the sentence is said to be in **direct speech**. The exact words are placed within inverted commas.

Examples:

Paul said, 'I found this book in the library.'

He said, 'Suhani has taken my dog for a walk.'

They said to me, 'You can become an excellent drummer.'



- The exact words of a speaker placed within inverted commas are called quoted speech. It always begins with a capital letter. It can be a declarative, interrogative, imperative or exclamatory sentence.
- The verb that introduces the quoted speech is called the reporting verb. The verb *say* is the most common reporting verb used to report statements. The reporting verb may or may not have objects. For example, in the sentence, *Aamir said, 'I stayed in Shillong for two years.'*, the reporting verb *said* introduces the quoted speech *I stayed in Shillong for two years* and does not have an object. In the sentence, *Ira said to us, 'We need twelve points to qualify for the finals.'*, the reporting verb *said* has an object, *us*.
- A comma along with the inverted commas separates the quoted speech from the rest of the sentence. The quoted speech can be placed before or after the reporting verb. In both the cases, the punctuation is slightly different.



Examples:

The doctor said, 'Take these medicines twice a day.' (The full stop comes before the closing inverted comma.)

'I bought a big canvas from the stationery,' said Manan. (The comma that separates the quoted speech from *said* is placed before the closing inverted comma.)

Now, look at the following sentences.

Mr Bakshi said that Rashid had met the professor after lunch.

Dhvani said that Mala had gone to her grandparents'.

Aditya told me that he was very lucky to have a friend like me.

In these sentences, the speaker conveys what Mr Bakshi, Dhvani and Aditya said without using their exact words. Such sentences are said to be in **indirect** or **reported speech**.

When we do not use the exact words of a speaker while reporting what they said, the sentence is said to be in **indirect** or **reported speech**. Irrespective of the type of sentence a quoted speech is, indirect speech is always in declarative form.

Examples:

Mridul said that she was going to meet her brother.

He told Ali that it would rain that night.

We said that the final chapter was missing in the book.

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

- Quotation marks in the quoted speech are removed. We do not use capital letters and commas for the reported statement in indirect speech. However, if the quoted speech has proper noun(s) or the pronoun *I*, we use capital letters. Also, if there is a list in quoted speech, we use commas. Indirect speech always ends with a full stop.

Examples:

Hemant said, 'I have been to Japan, Australia and Indonesia.'

Hemant said that he had been to Japan, Australia and Indonesia.

- Generally, the word *that* replaces the comma that separates the quoted speech from the rest of the sentence.

Examples:

He said, 'Ramesh is buying a suitcase.'

He said that Ramesh was buying a suitcase.

- If the reporting verb *say* does not have an object, it remains the same. However, if it has an object, it changes to *tell*.

Examples:

I said to him, 'Pallavi met me at the railway station.'

I told him that Pallavi had met me at the railway station.

- The first person pronoun in the quoted speech changes according to the speaker of the quoted speech.

Examples:

Divya said, 'I participated in the contest.'

Divya said that she had participated in the contest. (I changes to she as the speaker is Divya.)

The second person pronoun in the quoted speech changes according to the person(s) to whom the quoted speech is addressed. If the addressee is in the first or third person, the second person pronoun changes to the first or third person, respectively. If the addressee is in the second person, the second person pronoun remains the same.

Examples:

He said to me, 'You swam in the bigger pool.'

He told me that I had swum in the bigger pool. (You changes to I according to me.)

I said to him, 'You have won the match.'

I told him that he had won the match. (You changes to he according to him.)

He said to you, 'You have been selected for the next round.'

He told you that you had been selected for the next round. (You does not change.)

The third person pronouns in the quoted speech do not change.

Examples:

Sujata said, 'He was planning to move to Mumbai soon.'

Sujata said that he had been planning to move to Mumbai soon. (He does not change.)

- Certain time expressions and words expressing nearness of position and place change their forms in indirect speech.

Direct	Indirect	Direct	Indirect
now	then	today	that day
ago	before	in two hours	two hours later
last night	the night before / the previous night	here	there
yesterday	the day before / the previous day	tomorrow	the next day / the following day
this	that	these	those

Examples:

Kunal said, 'Ramesh reached here yesterday.'

Kunal said that Ramesh had reached there the day before.

1. Complete the sentences in indirect speech.
 - (a) The teacher said, 'Nimit has made the best presentation.'
The teacher said _____ Nimit had made the best presentation.
 - (b) He said to his friend, 'You have won the match.'
He _____ his friend that _____ had won the match.
 - (c) Mr Khanna said to you, 'I can meet him now.'
Mr Khanna told _____ could meet _____.
 - (d) She said to me, 'I was coming to give you the guitar.'
She told me _____ was coming to give _____ the guitar.
 - (e) Rakul said, 'She had paid the bill last month.'
Rakul said that _____ had paid the bill _____.
 - (f) The astrologer said to him, 'You will gain a lot of profit this year.'
The astrologer _____ would gain a lot of profit _____ year.

Now, let us look at how the tense changes when we change direct speech to indirect speech.

- The tense of the reporting verb does not change in indirect speech.

Examples:

I said, 'Mayank is buying the blue shirt.'

I said that Mayank was buying the blue shirt. (The reporting verb *said* remains in the Simple Past tense.)

- If the reporting verb is in the present or future tense, the tense of the quoted speech does not change.

Examples:

Akansha says, 'Her mother has been feeling better.'

Akansha says that her mother has been feeling better.

Dhawal will say, 'I left Kanpur recently.'

Dhawal will say that he left Kanpur recently.

- When the reporting verb is in the past tense, the tense of the quoted speech changes. The table below shows the change in tenses while converting direct speech to indirect speech.

Direct Speech → Indirect Speech

Simple Present → Simple Past

She said, 'I live in Nainital.' → *She said that she lived in Nainital.*

Present Continuous → Past Continuous

She said, 'Rita is sleeping.' → *She said that Rita was sleeping.*

Present Perfect → Past Perfect

She said, 'I have met her.' → *She said that she had met her.*

Present Perfect Continuous → Past Perfect Continuous

She said, 'Paritosh has been playing for four hours.' → *She said that Paritosh had been playing for four hours.*

Simple Past → Past Perfect

She said, 'I gave him a pen.' → *She said that she had given him a pen.*

Past Continuous → Past Perfect Continuous

She said, 'I was attending a meeting.' → *She said that she had been attending a meeting.*

Note: If the quoted speech is in the Past Perfect or Past Perfect Continuous tense, the tense of the sentence does not change in indirect speech.

Examples:

Meenal said, 'I had been reading a novel since morning.'

Meenal said that she had been reading a novel since morning.

- Modals *will, shall, can* and *may* change to *would, should, could* and *might*, respectively. However, *would, should, could* and *might* do not change in indirect speech.

Examples:

Padmini said, 'I will enroll in a dance class.'

Padmini said that she would enroll in a dance class.

My brother said, 'I might visit Chennai next month.'

My brother said that he might visit Chennai the following month.

- The tense does not change in the case of universal truths and habitual actions.

Examples:

My teacher said, 'Four and four make eight.'

My teacher said that four and four make eight.

I said to him, 'I wake up at 6 a.m. every day.'

I told him that I wake up at 6 a.m. every day.

2. Change the following sentences to indirect speech.

- (a) The journalist said, 'The police officer has arrived at the scene of crime.'
- (b) Mini said to her, 'He paid two hundred rupees for the tickets.'
- (c) I said to him, 'You could easily learn this language.'
- (d) She said to me, 'Rahul had left Mumbai last night.'
- (e) Anand will say to me, 'I want to become a trained classical dancer.'
- (f) The teacher said, 'Mars is the fourth planet from the sun.'
- (g) They said, 'We are going on a trek.'
- (h) Geet says, 'I like my new school.'
- (i) She said, 'The class teacher may be absent tomorrow.'
- (j) The woman said, 'I have used yak milk to make this butter.'
- (k) Niraj said to me, 'I know about the new guidelines for the project.'
- (l) My neighbour said, 'The shopkeeper closes his shop at 10 p.m.'

Look at the sentences in the following table.

Direct Speech	Indirect Speech
<i>Maya said to me, 'Why do you stay away from your family?'</i>	<i>Maya asked me why I stayed away from my family.</i>
<i>The inspector said to me, 'Have you filed an FIR?'</i>	<i>The inspector enquired of me whether I had filed an FIR.</i>
<i>He said to me, 'Why didn't you register for the event?'</i>	<i>He asked me why I had not registered for the event.</i>

In each of these sentences, the quoted speech is an interrogative sentence. Along with the changes mentioned before, the following changes take place when we convert interrogative sentences in direct speech to indirect speech.

- Instead of *say* and *tell*, we use *ask*, *enquire* (of someone) and *demand* (of someone) as reporting verbs in indirect speech.

- The word order of an interrogative sentence changes in indirect speech as the auxiliary verbs are either removed (as shown in the first sentence) or placed after the subject of the verb (as shown in the second and third sentences). Thus, an interrogative sentence in quoted speech becomes an assertive statement in indirect speech and ends with a full stop.
- Instead of *that*, we use other words to join the quoted speech with the rest of the sentence. If the quoted speech is a yes/no question, we use *if* or *whether* as shown in the second sentence in the table above. If it already has a question word such as *who*, *what* and *how*, the question word remains in indirect speech as shown in the first and third examples.

Now, look at the sentences in the table given below.

Direct Speech	Indirect Speech
<i>Akira said to me, 'Please give me this book for a week.'</i>	<i>Akira requested me to give her that book for a week.</i>
<i>My friend said, 'Let's go to Ama's Cafe today.'</i>	<i>My friend suggested to go to Ama's Cafe that day.</i>
<i>The teacher said, 'Do not write your name on the sheet.'</i>	<i>The teacher instructed them/us not to write their/our names on the sheet.</i>

In each of these sentences, the quoted speech is an imperative sentence. Along with the changes mentioned for declarative sentences, the following changes take place when we convert imperative sentences in direct speech to indirect speech.

- Instead of *say* and *tell*, we use *request*, *suggest*, *order*, *instruct*, *advise*, *apologise* and *command* as reporting verbs, depending on the intention of the quoted speech. For example, if the quoted speech is *please excuse me for the delay*, we use the reporting verb *apologise*. Similarly, if the quoted speech is an order such as *get out*, we use the reporting verb *order*. We do not use *that* to connect these reporting verbs to the rest of the sentence.
- As shown in all the example sentences, verbs in quoted speech are used in their infinitive form (to + base form of the verb) in indirect speech. In some cases, verbs can be used in their gerund forms as well. For example, the second sentence in the table can be rewritten as *my friend suggested going to Ama's Cafe that day*.
- Verbs such as *instruct* and *order* need an object when they are used in indirect speech. As shown in the third example sentence, the verb *instruct* takes the object *them* or *us*, depending on the person to whom the instruction is given.
- Imperative sentences in quoted speech become assertive statements in indirect speech and thus, end with a full stop.

3. Complete the sentences in indirect speech. Use an appropriate reporting verb from the box given below.

ask advise remind enquire suggest complain

- (a) Pritish said, 'Let's talk to Mr Ghosh about the timetable.'
Pritish _____ Mr Ghosh about the timetable.
- (b) Father said, 'My bike has been giving me a lot of trouble lately.'
Father _____ that his bike _____ a lot of trouble lately.
- (c) She said to him, 'Have you watched this short film before?'
She _____ him _____ short film before.
- (d) I said to my grandmother, 'Remember to carry your spectacles with you.'
I _____ my grandmother _____ spectacles with _____.
- (e) My doctor says to me, 'Do not have junk food and aerated drinks.'
My doctor _____ me not _____ junk food and aerated drinks.
- (f) The doctor said to me, 'Have you consulted any other doctor before?'
The doctor _____ me _____ any other doctor before.
4. Change the following sentences from direct speech to indirect speech or vice versa. One has been done for you.
- (a) He told me that I could start working that day itself.
He said to me, 'You can start working today itself.'
- (b) Sneha said to me, 'Can you drop me at Park Hyatt tomorrow after office?'
- (c) He requested his elder brother to help us with our project work.
- (d) The ticket collector said, 'Show me your ticket and identity proof.'
- (e) She said to him, 'You have not replied to my email.'
- (f) He said to Amitabh, 'Was it difficult to convince him to sign the deal?'
5. The sentences in direct speech have been incorrectly converted to indirect speech. Identify the errors and rewrite the sentences in indirect speech correctly.
- (a) He said to her, 'I went to watch a movie last month.'
He told her that she went to watch a movie the following month.

- (b) The coach said to me, 'I think you should avoid long hours in the sun.'
The coach ordered me that to avoid long hours in the sun.
- (c) Preeti said, 'The chief guest arrived at the venue two hours late.'
Preeti said that the chief guest was arriving at the venue two hours later.
- (d) He said, 'We should use public transport to reduce pollution.'
He said that they should have used public transport to reduce pollution.
- (e) Rekha said to him, 'Are you enjoying your stay here?'
Rekha told him that she was enjoying her stay here.
- (f) They said to us, 'We have reserved four seats for you in the front row.'
They told us that we have been reserving four seats for them in the front row.

Recap

- A sentence that reports what someone has said in their exact words is said to be in **direct speech**. Direct speech is always written within quotes. For example, *she said to me, 'I will meet Sudhir tomorrow.'* (*I will meet Sudhir tomorrow* – quoted speech; *said* – reporting verb.)
- When we use our own language in a sentence to report what someone has said, the sentence is said to be in **indirect speech**. For example, *she told me that she would meet Sudhir the next day.*
- When we convert sentences in direct speech to indirect speech, the following changes are made:
 - Quotation marks and question marks in the quoted speech are removed. Indirect speech always ends with a full stop. Capital letters are used in case of *I* and proper nouns.
 - The comma separating the reporting verb from the quoted speech is replaced with words such as *that, if, whether* or question words such as *why, where, etc.*
 - Reporting verbs
 - Pronouns
 - Certain time expressions and words expressing nearness of place and position
 - Tense of the verb in quoted speech



You must have seen, read or perhaps written a **notice** for your school noticeboard on different events, programmes and competitions, asking others to participate in those. Notices can also be put up for lost or found objects.

A **notice** is a short, written piece of public communication meant to provide important information to the people concerned. It is usually put up at a public space where people can easily see or 'notice' it.

Look at the sample notice given below. Each element of the notice has been marked with a number.

Hill Valley School, Dehradun^{1*}

NOTICE²

3 April 2019³

Annual Arts Mela⁴

⁵All students are hereby informed that the Annual Arts Mela will be conducted by Prisma, the Arts Club of the school, on Monday, 13 April 2019 from 11 a.m. to 1 p.m. in the school auditorium. Those interested in exhibiting their artwork should submit it with their name, class and section to their respective class teacher by 10 April 2019. The best entries will be selected for the district-level art exhibition to be held in May. All the participants will be awarded certificates, and the best artwork will be published in the school magazine, *Glory*. For further queries, please contact your class teacher.

Priya⁶

(Priya Sharma)⁷

Student President, Prisma⁸

*The names mentioned are for sample purposes only.



Following are the elements of a notice:

1. Name and place of the issuing institution, group or authority
2. The word NOTICE
3. Date of issuing the notice
4. Title or heading according to the content of the notice
5. Body of the notice including all the details such as who it is aimed at, the name of the event, its venue, time and date, etc.; details of the lost/found object such as the place and time where it was lost/found, whom to return to or collect it from, etc.
6. Signature of the issuing person or authority
7. Name of the issuing person or authority
8. Designation of the issuing person or authority

Here are a few guidelines to remember while writing a notice.

- A notice should be brief but complete in itself. It should have all the required information.
- A notice is usually written in third person and passive voice. Sometimes, when an organisation issues a notice, the pronoun *we* can also be used.
- The language should be clear and precise, and the sentences simple and short. A notice should be easy to read and understand.
- Notices, especially official ones, are written in a formal tone. However, at times, informal tone can be used, especially when a notice is written for lost/found cases, or it addresses people of the same or younger age group.
- The necessary details to be added in the body can be found as answers to all the question words: *what, when, where, why, for whom, etc.*
- In case of a notice for an object found, all the details of the object are not provided in the notice. The rightful owner should be able to identify and describe the object correctly while claiming it.

1. Draft a notice for your school noticeboard for the following situations. Provide all the necessary details.
 - (a) The Environment Society of your school is organising a cleanliness drive in the school premises and asking everyone to join hands for the good cause. You are Rohit/Rohita, the school captain.
 - (b) The Literary Club of your school is holding an orientation on creative writing and asking beginners to register for the same. You are the student secretary of the club.

- (c) The academic council of your school want to invite all the students of grades X–XII as well as their parents for a career counselling session. You are Dr Amisha, Pathak the academic coordinator of your school.

Now, read the following lost/found notices.

KJS Public School, Pune*

NOTICE

10 April 2019

Wristwatch Missing

This is to inform all the students, teaching and non-teaching staff that my wristwatch is missing since yesterday afternoon. I remember having it while I was going to the school playground, but could not find it upon returning. It might have fallen somewhere in the ground while playing. It is a small Titan watch with a silver dial and brown leather strap. If anyone finds it, please return it to me personally or deposit it in the office. A treat is promised for the one who helps me find it.

Anirudh

(Anirudh Rao)

Class VI–A, Roll no. 3

Modern Convent School, Imphal*

NOTICE

14 May 2019

A Bag Found

This is to inform all readers that a bag was found in the school library yesterday morning. If anyone has lost it, they can claim it from the main office during recess. They will be required to describe the bag in detail in terms of its colour, size, appearance and contents.

Khamrosang

(Khamrosang Buhril)

Student Coordinator

*The names mentioned are for sample purposes only.

2. Veena/Vishy has lost a book somewhere in the school. It was a birthday gift from her/his father. Draft a notice about it.
3. You found a lunchbox near the school canteen while returning to your classroom. Write a notice asking the owner to identify and claim it from the office. You are Nimit/Nimita, the student captain of your school.



Till a few decades ago, **letters** used to be the main mode of communication between people living far apart. Depending on the purpose, the content and the recipient, letters are broadly categorised into informal (or personal) and formal (or official) letters. They are different in their layouts as well as writing styles.

Formal letters are written to authorities such as government officials, editors of newspapers and school principals to make a complaint, suggestion, proposal, enquiry or request. They can even express views on a topic or serve as a record. On the other hand, informal letters are written to family members, relatives, friends or acquaintances. They help us keep in touch with people, share our thoughts, wishes, experiences and more.

Here are a few things to remember about letter writing.

- In both formal and informal letters, there is no need to put commas after the address, the date, the salutation and subscription.
- For informal letters, the tone should be warm and friendly, whereas for formal ones, it should be polite and formal.
- The sentences should not be too long but well connected.
- In informal letters, we can simply use our first name. However, in formal letters, we put our signature followed by our full name.
- We can use personal remarks, abbreviations and contractions in informal letters, but should avoid them in formal letters.
- Informal letters are personal and can be long or short. However, formal letters must be brief and to the point.



Let's look at a sample informal letter written by Somesh to his friend, Amit. Each element of the letter has been marked with a number.

1/79, Ashok Vihar^{1*}

Bungalow Road

Delhi – 110007

8 April 2019²

Dear Amit³

^{4.1}I hope this letter finds you in the best of health. We reached home yesterday, safe and sound. We thoroughly enjoyed our stay in Darjeeling. I wish we could spend some more time together.

^{4.2}We'd been planning to visit Darjeeling for a long time, but something or the other would come up and our plans would get cancelled. This time, we got lucky to have a wonderful time away from the noisy, crowded Delhi. I had never seen such lush green tea gardens and the Himalayas. The sky was so clear, and the air so pure. The scenic beauty of the Tiger Hill and the sea of clouds at sunrise was breathtakingly beautiful. Also, the joyride on the toy train was so memorable. Thank you so much for the famous Darjeeling tea you gifted my parents. We had it in the morning and it was as refreshing and excellent as our trip.

^{4.3}That's all for now. Please give my regards to uncle and aunt. Come soon to Delhi. We will have a great time together!

With love⁵

Somesh⁶

Following are the elements of an informal letter:

1. Sender's address
2. Date of writing the letter
3. Salutation such as *My Dearest ...*, *Dear ...* and *Dearest ...*
4. Body of the letter that begins with general remarks (4.1), followed by the main message (4.2) and ends with closing remarks (4.3)
5. Subscription such as *Yours*, *Yours affectionately*, *Your loving daughter*, *With regards*, *With love*, *Best wishes* and *Lots of love*
6. Sender's signature or name

*The addresses mentioned are for sample purposes only.

Now, let's read a sample formal letter. Each element of the letter has been marked with a number.

45B, Megha Apartments^{1*}
Madhapur
Hyderabad – 500018

12 April 2019²

The Editor³
XYZ Times
Road#2, Banjara Hills
Hyderabad – 500034

Subject⁴: Poor sanitation in the locality

Dear Ma'am⁵

^{6.1}It is with great anguish that I, Sadiya Khan, a local resident, write this letter to you about the poor sanitation in my locality.

^{6.2}It has been over six months that the residents of Madhapur have been struggling with the poor sanitation in the area. There are not enough bins. The drainage system is completely dysfunctional as every second day, manholes and drains overflow with sewage. In addition to the horrible stench, the insects that breed and feast over the dirt pose a great health hazard to the residents. The gutters are not cleaned regularly. Monsoon is approaching, and I fear the situation would worsen if something is not done immediately. We have approached the government officials multiple times, but no effective solution has been provided.

^{6.3}I hope that the authorities concerned understand our grievances and take appropriate action without further delay.

Thank you.⁷

Yours sincerely,⁸
Sadiya Khan⁹
President, Madhapur Welfare Association

Encl:¹⁰
Identity proof photocopy
Letter signed by all residents
Photographs of the sanitation condition

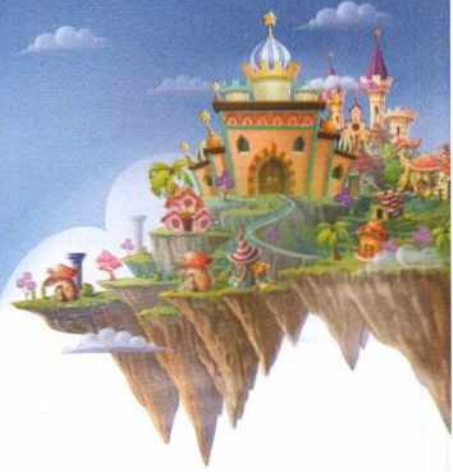
*The addresses mentioned are for sample purposes only.

Following are the elements of a formal letter:

1. Sender's address (not included in applications such as those addressed to the principal)
2. Date of writing the letter
3. Recipient's name, designation and address, wherever applicable
4. Subject: the main topic of the letter (a few words or a short sentence)
5. Salutation: If we know the name, we say *Dear/Respected Mr/Mrs Agarwal*; if we do not know the name or don't want to use it, we say *Dear Sir/Madam, Respected Sir/Madam*, or simply *Sir/Madam*.
6. Body of the letter that begins by briefly stating the purpose (6.1), main message (6.2) and ends with closing remarks/suggestions/requests (6.3)
7. Thank you (optional)
8. Subscription such as *Yours faithfully, Yours obediently, Yours truly* and *Yours sincerely*
9. Sender's signature with full name and designation (if required)
10. Enclosures (if required): All the things attached with the letter are mentioned here under the heading 'Encl'.

1. Draft a letter for the following situations.

- (a) You participated in a storytelling competition based on a particular theme and won a prize. Your story was so impressive that it got published in the school magazine. Write a letter to your grandfather telling him about your story and the competition.
- (b) The park in your neighbourhood is being misused by some residents for personal purposes such as arranging ceremonies and parties. As a concerned resident, write a letter to the president of Resident's Club, highlighting the issue and its negative impact on the life of the residents.
- (c) You recently read a book and found it impressive. Write a letter to your cousin who lives in a hostel recommending the book to them. Remember to talk about the reasons behind your recommendation.
- (d) Cosmos, the science club of your school, has some ideas about a new water purifier that it wants to present at a national-level student seminar. As the president of the club, write a letter to the principal of your school, requesting for resources in terms of extra school time, lab access, teacher guidance, etc.



In today's world of technology and internet, **emails** have gained preference over traditional letter writing. Unlike letters that take days to reach their destination or may get lost in transit, emails get delivered in the blink of an eye. Moreover, in an email, a copy of the message is retained even after sending it and the chain of responses can all be seen at one place.

Email stands for electronic mail. It is the modern alternative to a letter. Emails can be formal / work related (used for official communication) or informal/personal (exchanged between family, relatives, friends or acquaintances).

Let's look at a sample formal email. Each element of the email has been marked with a number.

The screenshot shows an email window titled "Library Requirements". The "To" field contains "principal@svmschool.org" with a superscripted "1". The "Cc" field contains "academiccouncil@svmschool.org" with a superscripted "2". The "Bcc" field contains "akanshamittal@xyz.com" with a superscripted "3". The email body starts with "Dear Ma'am," with a superscripted "4". The main text of the email is: "This is to bring to your notice that the school library requires some infrastructural changes to accommodate more students and strengthen the book stock. Please look into the matter as soon as possible as the new academic session has already begun. Please find attached the file listing out all the changes and the new books to be ordered." The text "This is to bring to your notice" has a superscripted "5.2". The closing text is "Thanks and regards," with a superscripted "5.3", followed by "Pragya Sharma" with a superscripted "5.4", "Librarian" with a superscripted "5.5", and "SVM Public School". An attachment "Library Requirements.txt (2K)" is listed at the bottom. The email client interface includes a "Send" button and a rich text editor toolbar.

*The email ids are for sample purposes only and do not exist in reality.



Following are the elements of an email:

1. In the To column, we write the email address of the person or organisation we are sending the mail to. We can add more than one email address here.
2. Cc stands for carbon copy. If we want someone other than the recipient to be aware of the contents of the email, but not necessarily act on them, we should mention them in the Cc column.
3. Bcc stands for blind carbon copy. If we want someone to receive the mail but do not want anyone else to know that they have been added, we can add their email addresses in this column.
4. In the subject field, we briefly mention the purpose or topic of the email. The subject line should be clear and concise.
5. In the body of the email, we add the salutation (5.1), message (5.2), sign off with the complimentary close (5.3) and signature (5.4). It can be followed by the designation (5.5) and the name of the organisation.
6. We can send pictures and documents as attachments with the mail.

Here are a few guidelines for email writing.

- Formal emails should be kept clear and concise.
- Short paragraphs with important information should be placed in the beginning.
- A default signature can be appended at the end of each mail (especially formal emails) that can include your designation, address and phone number.
- Proofread the mail for spelling and grammar errors before hitting the Send button.
- Capitalisation is used only when called for. Excessive use of it is considered 'shouting' in email etiquette.
- Abbreviations such as PFA (Please Find Attached), PFB (Please Find Below), ASAP (As Soon As Possible) and FYI (For Your Information) are often used in emails.
- Same information can be conveyed in formal and informal emails using different expressions.

Examples:

In reference to the email I sent on 18 April ... (Formal)

Just wondered if you got my email (18 April)? (Informal)

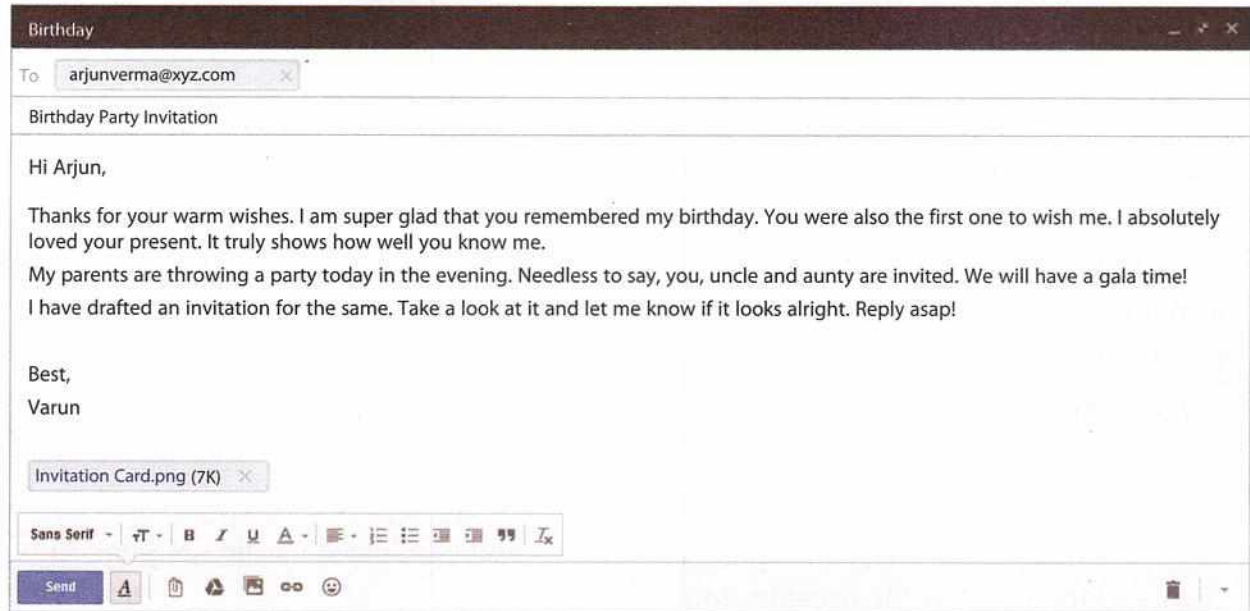
I would appreciate your help in this matter. (Formal)

Could you please look into the matter? (Informal)

I await a response at your earliest convenience. (Formal)

Can you drop me a quick word so I know you've received this? (Informal)

Now, let's look at a sample informal email.



*The email ids are for sample purposes only and do not exist in reality.

1. Draft an email for the following situations. Provide all the necessary details.
 - (a) Your cousins have asked you to help them with their project on the topic, 'Being Healthy in Modern Times'. Write a reply in the form of an email with your suggestions on the topic. You can also attach some images or files.
 - (b) You are required to report on a certain date to your new office. However, your flight has suddenly been rescheduled by the airline. Write an email to your reporting manager informing them about the same.
 - (c) Your friend Dhruv/Dristi recently represented their school in an inter-school debate competition and won the first prize. Draft an email congratulating them.
 - (d) The resident's association of your colony has started a new service through which the residents can send an email to raise any complaint. As a resident, write an email to the association highlighting an issue you have observed in the colony.