

Revised according to the updated edition

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*Key to*

*An Easy Approach to*

**GRAMMAR**

*and*

**COMPOSITION**

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# 1. HOW TO USE A DICTIONARY

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**A. Find the following words in the given page of the dictionary and write their *meanings* :**

1. ability      Physical or mental power to perform an action.
2. above        In or to a higher place or position.
3. accept        To receive willingly.
4. ache          To suffer a dull, steady pain.

**B. *Answer* :**

1. These are called 'Index-words'.
2. 'A' or 'a'.
5. We look up words in a dictionary.

**C. Look up in your own *dictionary* the following words and write their meanings :**

1. arena        An enclosed space for public entertainment, sphere.
2. bubble      A small globule of gas.
3. crust        A hard surface layer.
4. forest       A large thick growth of trees.
5. kettle        A metal pot with a lid for boiling.
6. medal        A flat piece of metal stamped with a commemorative design.
7. meddle      To intrude in other people's business or affairs.
8. prick        An act of piercing.
9. rotation     The action of rotating

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# 2. WORDS, PHRASES, SENTENCES

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**A. Define :**

1. *a phrase.*  
It is a small word-group that states an incomplete thought.
2. *a sentence.*  
It is a word-group that expresses a complete thought.

**B. Break up each sentence into *subject* and *predicate* :**

	<b>Subject</b>	<b>Predicate</b>
1. My watch keeps correct time.	My watch	keeps correct time.
2. Mount Everest is the highest peak.	Mount Everest	is the highest peak.
3. Children are after all children.	Children	are after all children.
4. Jackals often howl at midnight.	Jackals	often howl at midnight.

**C. Write ‘W’ against a word, ‘P’ against a phrase and ‘S’ against a sentence :**

1. Rama was an obedient son.	S	2. Danger !	W
3. our heads	P	4. The dog is a faithful animal.	S
5. Hello !	W	6. under the table	P

**D. What is meant by a *subject* and a *predicate* ?**

The part of a sentence which names a person or a thing spoken about is *subject* and the part of a sentence which tells something about the subject is *predicate*.

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## 3. KINDS OF A SIMPLE SENTENCE

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**A. Define :**

1. a *simple sentence*.

It is made up of one complete subject and one complete predicate.

2. a *statement*.

It is a simple sentence that expresses positive or negative action, fact or happening. It ends in a full stop(.).

3. an *interrogative sentence*.

It is a simple sentence that asks a question about something. It always ends in a question mark (?).

4. an *imperative sentence*.

It is a simple sentence that states a command, a request, an advice or a proposal. It always ends in a full stop (.).

5. an *exclamatory sentence*.

It is a simple sentence that is exclaimed to state a sudden feeling or emotion. It always ends in an exclamation mark (!).

**B. Read each sentence and write *its kind* in the blank :**

1. Is the moon bigger or smaller than the earth ?

Interrogative

- |  |             |
|--|-------------|
| 2. May God shower all His blessings on you ! | Optative    |
| 3. Sit still or be off.                      | Imperative  |
| 4. What a fearful sight it was !             | Exclamatory |
| 5. It was really unjust on their part.       | Statement   |

**C. Which mark ends —**

- |                              |   |
|------------------------------|---|
| 1. an exclamatory sentence ? | ! |
| 2. an optative sentence ?    | ! |
| 3. a question ?              | ? |

**D. Here are given some statements. Make exclamatory sentences from them.**

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. It is a lovely scene.     | What a lovely scene it is !     |
| 2. This face is frightening. | How frightful the face is !     |
| 3. We have won the match.    | Hurrah ! We have won the match. |
| 4. He is no more.            | Alas ! He is no more.           |
| 5. The child is sleeping.    | Hush ! The child is sleeping.   |

## 4. WORD-CLASSES

**A. What do we call the *words* that —**

- |   |               |
|---|---------------|
| 1. state actions, facts and happenings ?            | Verbs         |
| 2. join words, phrases and sentences ?              | Conjunctions  |
| 3. state the qualities of nouns ?                   | Adjectives    |
| 4. add something to the meanings of verbs ?         | Adverb        |
| 5. state the link between two nouns in a sentence ? | Preposition   |
| 6. name of persons, places, animals, things, etc. ? | Nouns         |
| 7. are used in place of nouns ?                     | Pronouns      |
| 8. are injected in speech under strong emotions ?   | Interjections |
| 9. explain the references regarding their nouns ?   | Determiners   |

**B. Each set of words belongs to a *word-class*. Name it:—**

- |  |             |
|--|-------------|
| 1. with, to, from, for, between, into    | Preposition |
| 2. school, home, park, boys, goats       | Noun        |
| 3. read, speak, weep, laugh, sleep       | Verb        |
| 4. fair, tall, plump, dark, healthy      | Adjective   |
| 5. we, mine, hers, ourselves, they       | Pronoun     |
| 6. and, but, or, because, yet, otherwise | Conjunction |

- |  |              |
|--|--------------|
| 7. aha !, fie !, oh !, bravo !               | Interjection |
| 8. carefully, loudly, fast, slowly, lovingly | Adverb       |
| 9. the, all, fifty, this                     | Determiner   |

**C. Answer :**

- How many classes of words are there ? Nine
- What is the other phrase for word-classes ?  
Parts of speech
- Which class of words is linked to emotions ?  
Interjection
- Which words are called friends of nouns ?  
Pronoun

## 5. NOUNS

**A. Define :**

- a *concrete noun*.  
It is a noun which names concrete things.
- an *abstract noun*.  
It is a noun which names abstract things.
- a *proper noun*.  
It is a noun which names some particular person, place or thing.
- a *common noun*.  
It is the common name given to each member of a class of things.
- a *collective noun*.  
It is a noun which names a group or a collection of persons or things taken as a whole.

**B. Write the *collective nouns* used to describe a number of :**

A **team** of players    An **army** of soldiers    A **herd** of cows  
A **flight** of birds    A **bunch** of keys    A **bundle** of sticks

**C. Given below is a list of nouns. Put each of them in its column :**

Common Nouns	Proper Nouns	Collective
chair, clay	Mumbai	heap
stool, silver	Napoleon	litter
plastics, copper	Susan	cluster
farmer, desk	Surjeet	crop

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## 6. ABSTRACT NOUNS

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### A. Answer :

1. What is an abstract noun ?  
It is a noun that names an abstract thing which has no material body.
2. From which three word-classes are abstract nouns formed ?  
These are formed from adjectives, verbs and common nouns.

### B. Make *abstract nouns* from :

1. *carpenter*    *slave*            *servant*            *master*            *thief*  
carpentry    slavery            service            mastery            theft
2. *clean*            *free*            *false*            *honest*            *absent*  
cleanliness    freedom            falsehood            honesty            absence
3. *agree*            *destroy*            *serve*            *mean*            *please*  
agreement    destruction    service            meanness            pleasure

### C. Sort out the *abstract noun* in each sentence and write it in the blank :

1. Truth is always victorious, they say.            truth
2. Some persons are born with grace.            grace
3. Seeing a lion, he turned pale in fear.            fear
4. Harmful germs breed fast in moisture.            moisture
5. Jahangir was famous for his justice.            justice
6. A little knowledge is a dangerous thing.            knowledge

### D. Use the following *abstract nouns* in your own sentences :

1. theft            The same thief has committed the theft again.
2. slavery            Slavery is in real sense a curse.
3. schooling            A good schooling is a base for a good career.
4. deed            A man is a mixture of good and bad deeds.

### E. Write an *abstract noun* in place of the words in italics :

1. *The state of being poor* is a big curse.  
Poverty is a big curse.
2. *Quality of being kind* never goes unrewarded.  
Kindness never goes unrewarded.
3. *The action of swimming* is a good exercise.  
Swimming is a good exercise.

4. *The sense of keeping clean* is next to being godly.  
Cleanliness is next to being godly.

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## 7. THE NOUN—NUMBER

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### A. Write the *plurals* of the following singulars :

Singular	Plural	Singular	Plural	Singular	Plural
victory	victories	potato	potatoes	chimney	chimneys
hoof	hoofs	passerby	passersby	thanks	thanks
cargo	cargoes	ox	oxen	man	men
essay	essays	mouse	mice	tooth	teeth
sheep	sheep	leaf	leaves	mosquito	mosquitoes
wife	wives	lady	ladies	cry	cries

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## 8. THE NOUN—GENDER

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### A. Write the *feminines* of :

Masculine	Feminine	Masculine	Feminine
giant	giantess	cock	hen
negro	negress	wizard	witch
fox	vixen	bull	cow
drake	duck	drone	bee
nephew	niece	stag	hind

### B. Write the *masculines* of :

Masculine	Feminine	Masculine	Feminine
hero	heroine	peacock	peahen
master	mistress		maiden
dog	bitch	ram	ewe
sultan	sultana	king	queen
jackass	jenny-ass	horse	mare

### C. Fill in the blanks with right form of the *nouns* given in the brackets :

- The *cow* gives milk. (ox, bull, cow)
- He arranged for a *governess* for his son, but he did not learn from her. (tutor, governess)
- He is not married. He is a *bachelor*. (maiden, bachelor)
- After the death of his wife, he lived as a *widower*. (widow, widower)
- A male deer is called a *stag*. (hind, stag)

**D. Rewrite each sentence changing the *gender* of its *nouns* and *pronouns* :**

1. He is my nephew. His house is in the city.
2. My mistress is very kind to me.
3. A lion is in his den.
4. She met the princess and requested for mercy.
5. Cows, she buffaloes and jenny-asses are domestic animals.

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## 9. NOUNS—CASE

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**A. Tell the case of the noun in *italics* in each sentence :**

1. *John* wrote a letter. Nominative
2. The tiger killed the *man*. Objective
3. This is *Hari's* house. Possessive
4. The *book* is in the desk. Nominative
5. The *bees* flew over the house. Nominative

**B. Rewrite each sentence putting one word in the *possessive case* in place of the word in *italics* :**

1. Androcles, the poor slave, was thrown into the lion's den.
2. A shepherd desires his sheep's safety.
3. A woman's place is not always in the kitchen.
4. He closed the box's lid very tight.
5. These are the child's hobbies.

**C. Define :**

1. a *nominative case*.

Any noun (or pronoun) which is subject of a verb is said to be in the nominative case.

- (b) an *objective case*.

Any noun (or pronoun) which is object of a verb is said to be in the objective case.

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## 10. PRONOUNS

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**A. What is a *personal pronoun* ? Name the seven chief *personal pronouns*.**

A pronoun used for any of the three persons namely first, second or third is called a personal pronoun. The seven personal pronouns are I, we, you, he, she, it and they.

**B. What is a *reflexive pronoun* ? In which two ways is it used ?**

The self pronouns used simply to refer back to nouns used before them are called reflexive pronouns.

They are used as :-

1. to refer back to the subject of the sentence in a general way,
2. to lay stress on (emphasize) the noun used before them.

**C. Write five *interrogative pronouns* and show the use of those which can be used as *relative pronouns*.**

The five interrogative pronouns are what, which, who, whom, whose. This is what I, want. This is the pen which I gave you. This is the boy who stole my pen. This is the girl whom all praise. This is the man whose son is ill.

**D. Each sentence has a self-pronoun. Write whether it is *reflexive* or *emphatic*.**

- |   |           |
|---|-----------|
| 1. The child fell over and hurt itself. | reflexive |
| 2. He himself did this job.             | emphatic  |
| 3. The king himself led his army.       | emphatic  |
| 4. We enjoyed ourselves a lot there.    | reflexive |
| 5. You yourself are to blame for it.    | emphatic  |

**E. Use the following *indefinite pronouns* in your own sentences :**

- |             |  |
|-------------|--|
| 1. anybody  | Anybody can win the prize.                   |
| 2. nothing  | Nothing is impossible in this universe.      |
| 3. somebody | I saw somebody jumping over the wall.        |
| 4. anyone   | Anyone who works very hard gets distinction. |

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## 11. ADJECTIVES

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**A. Name the two ways of using *adjectives*. Give an example of each.**

- |                |                       |
|----------------|-----------------------|
| 1. Attributive | : It is a blue shirt. |
| 2. Predicative | : This shirt is blue. |

**B. Name the three kinds of *adjectives*. Give an example of each.**

1. Adjective of Quality : There is a red rose in my garden.
2. Proper Adjective : Indian people have patience.
3. Interrogative Adjective: Which teacher teaches you best ?

C. Supply a suitable *adjective of quality* for each blank.

1. Bread and butter is a *ready* food.
2. Fair face is the *best* ornament of a lady.
3. *Innocent* persons are very much loved by God.
4. Good deeds always and surely bring in *better* results.

D. Supply a suitable *proper adjective* for each blank :

1. *Indian* farmers are very hardworking and brave.
2. *African* people have curly hair in general.
3. *Rajput* women are as brave as their men.
4. Idli and sambhar are *South Indian* dishes.

E. Make *adjective* from :

Word	Adjective	Word	Adjective
colour	colourful	man	manly
move	movable	care	careless/careful
girl	girlish	harm	harmless/harmful
talk	talkative	use	useless/useful
classic	classical	fool	foolish
black	blackish	tire	tiresome/tireless/tired
glory	glorious	thank	thankless/thankful

F. Write the word from which the given *adjective* has been formed. Also write whether it has been formed from a *verb, noun or another adjective* :

golden	gold (noun)	blackish	black (adj.)
careless	care (noun)	thankful	thank (verb)
talkative	talk (verb)	healthful	health (noun)
whitish	white (adj.)	magical	magic (noun)
classic	class (noun)	manly	man (noun)

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## 12. ADJECTIVES : COMPARISON

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A. Fill up each blank :

1. The base form of an adjective is called its *positive* degree.
2. The positive degree of an adjective used for comparison is called a *simile*.
3. The comparative degree of an adjective is generally *followed* by than.
4. The superlative degree of an adjective is generally *preceded* by the.
5. A *simile* can be positive or *negative*.

**B. Fill up each blank with the *comparative degree of the adjective* given in brackets :**

1. Mothers are generally *kinder* than fathers. (*kind*)
2. Rahul is a *better* batsman than Sayeed. (*good*)
3. Susan is far *slimmer* than her sister Nutan. (*slim*)
4. Horses are *more faithful* than other animals used for rides. (*faithful*)
5. This sum is far *more difficult* than that one. (*difficult*)
6. The Jama Masjid is *larger* in size than the Moti Masjid. (*large*)
7. Apples are *costlier* than oranges and bananas. (*costly*)
8. The moonlight is *more pleasant* than sunlight. (*pleasant*)

**C. Fill up each blank with the *superlative degree of the adjective* given in brackets :**

1. Madhuri is the *most charming* girl in our school. (*charming*)
2. The Buland Darwaza is the *highest* gate in the world. (*high*)
3. The Taj Mahal is the *most elegant* tomb in the world. (*elegant*)
4. Mumbai is the *largest* city in our country. (*large*)
5. Indian women are known to be the *most faithful* wives. (*faithful*)
6. Mount Everest is the *highest* mountain-peak on the earth. (*high*)
7. Lord Rama has been the *most obedient* son indeed. (*obedient*)
8. At present, gold is the *most precious* metal in the market. (*precious*)

**D. Look at these pictures and answer the question given below them :**

1. Is the horse bigger than the donkey ?      yes
2. Which animal is bigger than the horse ?      camel
3. Which is the biggest of the three animals ?      camel
4. Is the camel smaller than the horse ?      no
5. Which is the smallest of the three animals ?      donkey

**E. Give each beginning its correct ending and write the complete sentences :**

1. Iron is the most useful \_\_\_\_\_ of all metals
2. Persian carpets are more expensive than Indian carpets
3. Health is more important \_\_\_\_\_ than wealth
4. The Himalayas are higher \_\_\_\_\_ than the Alps
5. Peacocks are more beautiful \_\_\_\_\_ than peahens

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## 13. DETERMINERS

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**A. Put *a, an* or *the* in each blank :**

1. He lay unconscious for ***an*** hour and ***a*** half.
2. She is ***an*** American by birth, not ***a*** European.
3. This road is ***the*** most used of all.
4. Do you know how to write ***an*** essay ?
5. He returned home after ***the*** sun had set.
6. I heard ***a*** loud noise in ***the*** next house.
7. I need ***a*** pen.

**B. Use the following *possessive words* as *determiners* :**

1. my        It is my pen.
2. our        This is our cow.
3. your        Where is your cycle ?
4. his        His bicycle has gone out of order.
5. her        Her frock has faded.
6. its        It is a tree. Its height is more than sixty feet.
7. their        The flowers in their garden are very beautiful.

**C. Pick out the *determiners* in the following sentences and say to which class each of them belongs. One has been done for you.**

1. Every boy has reached.        every – distributive
2. Most boys like cricket.        most – quantity determine
3. He showed much patience.        much – quantity determine
4. Those pens are yours.        those – demonstrative det.
5. That is our school.        our – possessive det.

**D. Use the following *quantity determiners* in your own sentences :**

1. half        He has right to half the property.
2. part        A part of the problem is still unsolved.
3. whole        Whole problem lies in his bad treatment.
4. enough        Sita has enough time to spare for games.

**E. Sort out different *determiners* and *pre-determiners* in this paragraph and write them in the blanks :**

The crow is a very common bird. It is a noisy bird that keeps cawing all the time. It has two legs, many feathers and a sharp beak. Both wings of this cunning bird are very strong. It can feed on any food that it can get. Its claws are very strong, and it can fly long distances at a stretch. Most crows are black in colour but some crows have grey necks. One crow cannot see another crow in danger. Several crows gather to help their companion. In short, all the crows are alike.

the	a	that	two	many	both	this
any	its	most	some	one	several	their
						(14 determiners)
all						(1 pre-determiner)

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## 14. ADVERBS

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**A. Underline the *adverb* in each sentence and write its kind in the blanks:**

- |                                      |          |
|--------------------------------------|----------|
| 1. We went to see the Taj yesterday. | time     |
| 2. Move three steps backwards.       | number   |
| 3. The time is completely over.      | quantity |
| 4. Always learn your lessons well.   | manner   |
| 5. We eat food thrice a day.         | number   |
| 6. Where do you come from ?          | place    |
| 7. I have never cheated my friends.  | time     |

**B. Complete the *degrees* of the following adverbs :**

<i>positive</i>	<i>comparative</i>	<i>superlative</i>
ill	worse	worst
certainly	more certainly	most certainly
late	later	latest/last
early	earlier	earliest
wisely	more wisely	most wisely
far	farther	farthest

**C. Fill up each blank with a *suitable adverb* :**

- Your answer is **completely** wrong, Nisha.
- My daughter **always** speaks the truth.
- He counted his money **twice**.
- Always knock at a door very **gently**.
- Did you sleep **soundly** ?

**D. Write—**

- |                                   |        |            |          |
|-----------------------------------|--------|------------|----------|
| 1. three adverbs of <i>time</i>   | today  | soon       | before   |
| 2. three adverbs of <i>manner</i> | slowly | truly      | honestly |
| 3. three adverbs of <i>place</i>  | here   | everywhere | above    |
| 4. three adverbs of <i>degree</i> | less   | quite      | very     |

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## 15. VERBS — THREE FORMS

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**I. In the following sentences, change the verbs into past forms :**

- (a) He agrees to pay the amount.  
**Ans.** He agreed to pay the amount.
- (b) I know him very well.  
**Ans.** I knew him very well.
- (c) My brother drives his car himself.  
**Ans.** My brother drove his car himself.
- (d) Every morning, he walks to the bus-stop.  
**Ans.** Every morning, he walked to the bus-stop.
- (e) He owns a big farm outside the city.  
**Ans.** He owned a big farm outside the city.
- (f) It is delightful to hear the sound of the sea.  
**Ans.** It was delightful to hear the sound of the sea.

**II. Fill in the blanks with past forms or past participle forms of the given verbs**

- (a) Someone has **stolen** his goat. (steal)
- (b) I **met** an old man who had **lost** his right arm. (meet, lose)
- (c) The news **spoiled** the party. (spoil)
- (d) You must reap what you have **sown**. (sow)
- (e) Tahir **swam** very well indeed. (swim)
- (f) Often a lie has **cost** a life. (cost)

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## 16. VERBS : SIMPLE TENSES

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**A. Fill up each blank with the present indefinite form of the verb given in brackets :**

1. I **like** a friend like you. (like)
2. We **pray** to God daily. (pray)
3. You **take** exercise regularly in the morning. (take)
4. The peacock **dances** in light rain. (dance)
5. They always **speak** the truth. (speak)

**B. Fill up each blank with the *past indefinite* form of the verb given in brackets :**

1. I **took** a heavy breakfast. (take)
2. We all **went** for picnic yesterday. (go)
3. You already **knew** about it. (know)
4. Geeta **sang** a melodious song. (sing)
5. They **sat** around the fire. (sit)

**C. Fill up each blank with the *future indefinite* form of the verb given in brackets :**

1. I **shall go** to see him tomorrow. (go)
2. We **shall meet** outside the cinema-hall. (meet)
3. You **will build** a magnificent house. (build)
4. He **will help** me in danger. (help)
5. They **will earn** a good fortune this year. (earn)

**D. Complete all the *three forms* of each verb :**

	<b>Present Tense</b>	<b>Past Tense</b>	<b>Future Tense</b>
1.	act	acted	will act
2.	beat	beat	will beat
3.	come	came	will come
4.	drive	drove	will drive
5.	eat	ate	will eat
6.	fly	flew	will fly
7.	give	gave	will give

**E. Change each sentence as directed :**

1. The earth spins round and round like a top.  
Int. Does the earth spin round and round like a top ?  
Neg. The earth does not spin round and round like a top.  
Int. Neg. Does the earth not spin round and round like a top ?
2. Did the leaders hold a secret meeting ?  
Positive. The leaders held a secret meeting.  
Neg. The leaders did not hold a secret meeting.  
Int. Neg. Did't the leaders hold a secret meeting ?
3. The servant will not shut the window.  
Positive. The servant will shut the window.  
Int. Will the servant shut the window ?  
Int. Neg. Will the servant not shut the window ?
4. The last bell went at 2.30 p.m.  
Int. Did the last bell go at 2.30 p.m. ?  
Neg. The last bell did not go at 2.30 p.m.  
Int. Neg. Did't the last bell go at 2.30 p.m.. ?

5. Mohan does not go for an evening walk.  
 Int. Does Mohan go for an evening walk ?  
 Positive Mohan goes for an evening walk.  
 Int. Neg. Does Mohan not go for an evening walk ?
6. The milkman brings milk for us every day.  
 Int. Does the milkman bring milk for us everyday ?  
 Neg. The milkman does not bring milk for us everyday.  
 Int. Neg. Does the milkman not bring milk for us everyday ?

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## 17. VERBS : CONTINUOUS TENSES

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### A. Fill up each blank with the *present continuous* form of the verb given in brackets :

1. I *am washing* my clothes. (wash)
2. We *are speaking* a hard truth. (speak)
3. You *are making* fun of me. (make)
4. He *is laughing* at the beggar. (laugh)
5. She *is singing* a sweet song. (sing)
6. It *is raining* cats and dogs. (rains)
7. They *are talking* happily. (talk)

### B. Fill up each blank with the *past continuous* form of the verb given in brackets :

1. Lucy *was preparing* tea for us. (prepare)
2. We *were basking* in the sun. (bask)
3. The jawans *were fighting* bravely. (fight)
4. She *was wearing* her uniform. (wear)

### C. Fill up each blank with the *future continuous* form of the verb given in brackets :

1. I *shall be writing* a letter to you. (write)
2. We *shall be having* a jolly time there. (have)
3. You *will be going* to the movies. (go)
4. She *will be reading* many story-books. (read)

### D. Change each sentence as directed :

1. The child is crying in hunger for milk.  
 Int. Is the child crying in hunger for milk ?  
 Neg. The child is not crying in hunger for milk.  
 Int. neg. Is the child not crying in hunger for milk ?
2. The wood-cutter was not cutting wood on the river-bank.  
 Positive The wood-cutter was cutting wood on the river bank.  
 Int. Was the wood-cutter cutting wood on the river-bank ?  
 Int. neg. Was the wood-cutter not cutting wood on the river-bank ?

3. Will the oranges be selling very cheap at Nagpur ?  
 Positive    The oranges will be selling very cheap at Nagpur.  
 Negative    The oranges will not selling very cheap at Nagpur.  
 Int. Neg.    Will the oranges not be selling very cheap at Nagpur ?
4. Is his brother flying a kite on the roof ?  
 Positive    His brother is flying a kite on the roof.  
 Neg.        His brother is not flying a kite on the roof.  
 Int. Neg.    Is his brother not flying a kite on the roof ?
5. Will they not be reaching here by the night-bus ?  
 Positive    They will be reaching here by the night-bus.  
 Neg.        They will not be reaching here by the night-bus.  
 Int.         Will they be reaching here by the night-bus ?

## 18. VERBS : PERFECT TENSES

### A. Fill up each blank with the *present perfect form* of the verb given in brackets :

1. I *have cleaned* the black-board. (*clean*)
2. We *have done* our home work. (*do*)
3. You *have helped* me a lot. (*help*)
4. He *has read* this story. (*read*)
5. She *has worn* her new shirt. (*wear*)
6. They *have solved* all the sums. (*solve*)
7. Who *has taken* my fountain-pen ? (*take*)
8. They *have solved* all the sums. (*solve*)

### B. Fill up each blank with the *past perfect form* of the verb given in brackets:

1. I *had put* on my new uniform on the sports day. (*put*)
2. We *had helped* him out of trouble last year. (*help*)
3. You *had had* your dinner at 8.00 p.m. (*have*)
4. She *had left* her books here long before. (*leave*)
5. They *had eaten* all the cakes earlier. (*eat*)

### C. Fill up each blank with the *future perfect form* of the verb given in brackets:

1. I *shall have learnt* English by year-end. (*learn*)
2. We *shall have forgotten* all this by then. (*forget*)
3. He *will have improved* his English by the end of vacation. (*improve*)
4. They *will have sold* all their wares by the end of this month. (*sell*)
5. The farmer *will have ploughed* the field by noon. (*plough*)

**D. Change each sentence as directed :**

1. He has wasted his time very carelessly.  
Int. Has he wasted his time very carelessly ?  
Neg. He has not wasted his time very carelessly.  
Int. neg. Has he not wasted his time very carelessly ?
2. Will they have come to my help in time ?  
Positive They will have come to my help in time.  
Neg. They will not have come to my help in time.  
Int. neg. Will they not have come to my help in time ?
3. The doctors had already performed the operation.  
Int. Had the doctors already performed the operation ?  
Neg. The doctors had not already performed the operation.  
Int. neg. Had the doctors not already performed the operation ?
4. The sun will not have set by the time we get home.  
Positive The sun will have set by the time we get home.  
Int. Will the sun have set by the time we get home.  
Int. neg. Will the sun not have set by the time we get home ?

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## 19. VERBS : PERFECT CONTINUOUS TENSES

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**A. Fill up each blank with the *present perfect continuous form* of the verb in brackets :**

1. The cricket match ***has been going*** on since 8 o'clock. (go)
2. The children ***have been playing*** in the ground for an hour. (play)
3. Clouds ***have been thundering*** aloud since last night. (thunder)
4. We ***have been living*** in this town for about four years. (live)
5. She ***has been helping*** me for long. (help)
6. The war ***has been going*** on for a month. (go)
7. The baby ***has been crying*** in hunger for 5 minutes. (cry)

**B. Fill up each blank with the *past perfect continuous form* of the verb in brackets :**

1. We ***had been preparing*** for the test for a week. (prepare)
2. I ***had been learning*** this lesson since morning. (learn)
3. He ***had been doing*** his homework for two hours. (do)
4. He ***had been suffering*** from fever for two days. (suffer)
5. Farmers ***had been sowing*** the wheat-crop for a week. (sow)
6. We ***had been waiting*** for the result since yesterday. (wait)
7. The Marathas ***had been gaining*** strength day by day. (gain)

**C. Fill up each blank with the *future perfect continuous form of the verb in brackets* :**

1. They ***will have been working*** for three days by noon. (*work*)
2. He ***will have been taking*** exercise for half an hour by then. (*take*)
3. She ***will have been waiting*** for me for three hours by 1-00 p.m. (*wait*)
4. I ***shall have been playing*** in the park after doing my homework. (*play*)
5. The painter ***will have been drawing*** a picture for an hour. (*draw*)
6. Mother ***will have been preparing*** food for the guests since 4 p.m. (*prepare*)
7. We ***will have been doing*** our homework since 6 p.m. (*do*)

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## 21. VERBS : INTRANSITIVE AND TRANSITIVE

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**A. Sort out the verb in each sentence and write in the blank whether it is *transitive, intransitive or ditransitive* :**

1. The child cried aloud out of fear. Intransitive
2. The girl fixed a hair-clip to her hair. Transitive
3. My friend sent me his hearty greetings. Ditransitive
4. The lost child wept bitterly for his parents. Intransitive
5. The king ordered his commander to attack the enemy. Ditransitive
6. The ball rolled on the ground to a large distance. Intransitive

**B. Write a suitable *intransitive verb* in each blank :**

1. Milk ***sells*** by the litre and sugar by the kilogram.
2. Children ***grow*** fast with rich and healthy food.
3. The temple bell ***rings*** at 4 o'clock early in the morning.
4. The child ***sleeps*** soundly in the bed.
5. Green grass ***grows*** over fields during the rainy season.

**C. Write a suitable *transitive verb* in each blank :**

1. Parents ***bring up*** their children with deep love and care.
2. How did you ***solve*** this difficult sum after all ?
3. Every living creature ***needs*** food, shelter and safety.
4. The bee ***saves*** the dove, its friend, in danger.

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## 22. VOICES — ACTIVE AND PASSIVE

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**A. Change each sentence into *passive voice* :**

1. **Ans.** A new lesson is being taught by the teacher today.
2. **Ans.** A golden egg is laid every day by this hen.
3. **Ans.** Has this rumour been heard by you ?

4. **Ans.** The stag had been killed before noon by the lion.
5. **Ans.** The prayer-bell was being rung at 8:30 a.m. by the peon.
6. **Ans.** The burglar was nabbed red-handed by the police.
7. **Ans.** The morning bell will have been rung at 8:00 a.m. by the peon.

**B. Change each sentence into active voice.**

1. **Ans.** Masons build houses for their masters.
2. **Ans.** The policemen have attacked the leader.
3. **Ans.** The robbers murdered the businessman.
4. **Ans.** The cruel cat had killed several rats.
5. **Ans.** Who broke the window-pane ?
6. **Ans.** Mummy will cook a special dish on Sunday.
7. **Ans.** Columbus had discovered America.

## 23. AUXILIARY VERBS

**A. Replace the words in italics with *mustn't* or *needn't*. Follow the examples:**

- |   |   |
|---|---|
| 1. <i>Don't</i> cut down the trees.               | <i>We mustn't cut down the trees.</i>               |
| 2. There is <i>no need</i> to go out now.         | <i>You needn't go out now.</i>                      |
| 3. <i>Don't</i> throw bits of paper on the floor. | <i>We mustn't throw bits of paper on the floor.</i> |
| 4. There is <i>no need</i> to wait for me.        | <i>You needn't wait for me.</i>                     |
| 5. <i>Don't</i> sleep during the day.             | <i>You mustn't sleep during the day.</i>            |

**B. Fill up each blank with *may* or *might* which ever is suitable :**

1. This old watch *may* be valuable.
2. That *might* not have been a bad idea.
3. I don't remember where the paper is. I *might* have thrown it away.
4. *May* I know what time it is by your watch ?
5. Are you going to attend her party ? I *may* .

**C. Fill up each blank with *can* or *could* whichever is suitable :**

1. *Can* you wait for a few minutes more for my sake ?
2. *Can* I have your pen to sign this paper ?
3. You *can* make a boat out of paper.
4. I *could* not complete this tough job on time.
5. I *can* read this fine print with naked eye.
6. *Could* she take courage to come to me against the wish of her parents ?

**D. Fill up each blank with *must*, *have to* or *need* whichever suitable :**

1. We *must* not tell a lie before our teacher.
2. You *must* have a good bath every day.
3. I *have to* reach my office before 9:00 a.m. every day.
4. The bus went out of order and we *had to* walk on foot.
5. Clothes *have to* be washed every Sunday to be used during the week.

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## 24. PREPOSITIONS

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**A. Fill up each blank with a suitable *preposition*.**

1. All the boys are **inside** the classroom. (into, inside)
2. The teachers sat **around** the table for a meeting. (around, across)
3. I fell asleep **during** the recess. (during, at)
4. Our house is **beside** the post-office. (beside, besides)

**B. Fill up each blank with the correct *prepositional phrase*.**

1. The beggar **asked** the rich man **for** an old shirt.
2. My friend **asked** me **to** his birthday-party.
3. **Beware of** cheats when you are in a market.
4. Because of his boldness, he is **compared to** a lion.
5. This book **consists of** 128 pages.
6. We must have full **control over** our desires.
7. Sainly persons never **desire for** pleasures.
8. This book **differs a lot from** that.
9. I **differ with** you on this point.
10. I was quite **ignorant of** your troubles so far.
11. The two friends **parted from** each other with heavy hearts.
12. I am not ready to **part with** my books.

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## 25. CONJUNCTIONS

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**A. Supply suitable *conjunctions* in the blank spaces :**

1. I can't leave **till** the homework is finished.
2. Tell him **that** we are in a hurry.
3. Look before you leap **and** think before you speak.
4. I may come **either** on Monday or on Tuesday.
5. Come **if** you wish so.
6. He waited **till** it was dark.

**B. Define —**

1. a *conjunction*.  
**Ans.** It is a word that joins together words, word groups or sentences.
2. a *co-ordinating conjunction*.  
**Ans.** It joins together two sentences or clauses of equal ranks or importance.
3. a *sub-ordinating conjunction*.  
**Ans.** It joins a clause to another clause on which it depends for its meaning.

**C. Join each set of sentences with a suitable *conjunction*.**

1. **Ans.** Both Renu and Sushma sing well.
2. **Ans.** My mother stays at home and my father works in an office.

3. **Ans.** Return me my pen or I shall thrash you.
4. **Ans.** He helped me even if he was unwilling to do so.
5. **Ans.** He was late for school because he had missed the bus.

**D. Pick out the *conjunction* in each sentence and write it in the blank.**

1. I have heard that you have left your job. that
2. Walk fast otherwise we will be late. otherwise
3. Is my answer correct or incorrect ? or
4. She failed the test for she did not work hard. for
5. Give me food else I shall die of hunger. else
6. My sister went to school but I stayed at home. but

## 26. PUNCTUATION MARKS AND CAPITAL LETTERS

**A. Use proper *punctuation marks* and *capital letters* in the following paragraph :**

King Yudhishtira said, "Let Nakula, son of Maadri, come back to life." Yaksha asked further, "Do you not want your real brother Bhima or Arjuna to become alive again ? Nakula is only your step-brother." The king answered, "Yes, I love them but Nakula is the dearest to my mother Kunti than her own sons. She will be very happy to see him alive. Let us be kind to her". Then Yaksha said, "O King I am Dharma the god of justice. I am very pleased with your just choice. I let all your brothers become alive."

## 27. THE PHRASE AND THE CLAUSE

**A. Say which of the following words in italics are *phrases* or *clauses*.**

1. They fought *like heroes*. phrase
2. He admitted *that he was guilty*. clause
3. The reason *why he failed* is quite clear. clause
4. He at last bought *something of his liking*. phrase
5. Don't believe *his words*. phrase
6. I wonder *what they want*. clause

**B. Replace each *phrase* in italics with the correct *clauses* :**

1. **Ans.** We pray that he may recover soon.
2. **Ans.** The teacher did not believe what he said.
3. **Ans.** The men who are wearing white dress are the traffic policemen.
4. **Ans.** We know where he is hiding.
5. **Ans.** She walks as her mother walks.

C. Replace each *clause* in italics with the correct *phrase* :

1. **Ans.** Make hay in the shining sun.
2. **Ans.** Remain at your place.
3. **Ans.** Tell me the purpose of your coming.
4. **Ans.** We eat when hungry.

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## 28. SENTENCES : SIMPLE, COMPOUND, COMPLEX

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A. Say which of the following sentences are *simple, compound* and *complex*.

- |   |          |
|---|----------|
| (a) I rode a new bicycle.                 | simple   |
| (b) Tell me what you have heard.          | compound |
| (c) A stitch in time saves nine.          | complex  |
| (d) He tried hard but he did not succeed. | compound |
| (e) He rose before sunrise.               | simple   |
| (f) We went because we were invited.      | compound |

B. In the following sentences, separate the *principle* and *subordinate clauses* :

- |  |                           |
|--|---------------------------|
| (a) He, who comes first, will be rewarded.                           |                           |
| <b>Ans.</b> He will be rewarded                                      | who comes first           |
| (b) You shall remain where you are.                                  |                           |
| <b>Ans.</b> You shall remain   | where you are             |
| (c) People who live in glass houses must not throw stones on others. |                           |
| <b>Ans.</b> People must not throw stones on others                   | who live in glass houses. |
| (d) You may do anything that you like.                               |                           |
| <b>Ans.</b> You may do anything                                      | that you like             |
| (e) I am pleased with what you have done.                            |                           |
| <b>Ans.</b> I am pleased with  | what you have done        |
| (f) Tell me why you came this way.                                   |                           |
| <b>Ans.</b> Tell me  | why you came this way     |

C. Combine the following pairs of *simple* sentences into a *compound* sentence with suitable *conjunctions* :

- |   |  |
|---|--|
| (a) He is short. He is stout.                           |  |
| <b>Ans.</b> He is short and stout.                      |  |
| (b) The clouds thickened. It rained heavily.            |  |
| <b>Ans.</b> The clouds thickened and it rained heavily. |  |
| (c) Make haste. You will be late.                       |  |
| <b>Ans.</b> Make haste or you will be late.             |  |
| (d) I saw a bird. The bird flew away.                   |  |
| <b>Ans.</b> I saw a bird but it flew away.              |  |

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## 29. SEQUENCES OF TENSES

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**A. Fill up each blank with the correct tense of the verb given in brackets.**

- (a) He walked as fast as he *could*. (can, could)  
(b) You will succeed if you *try*. (try)  
(c) Just as he *reached*, it rained. (reach)  
(d) We waited for his friend until he *came*. (come)

**B. Fill up each blank with a correct auxiliary verb :**

- (a) He said that he *would* do it.  
(b) Hari told me that he *had* come.  
(c) He says that he *can* work.  
(d) I wished that I *could* leave earlier.

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## 30. SPEECH — DIRECT AND INDIRECT

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**A. Report the following in indirect speech :**

- He said, "I want to eat food just now."  
**Ans.** He said that he wanted to eat food just then.
- Sheela said, "I wrote the letter yesterday."  
**Ans.** Sheela told that she had written the letter the previous day.
- Harish said, "I will not be late for school again."  
**Ans.** Harish promised that he would not be late for school again.
- "Where is the thief?" said the policeman.  
**Ans.** The policeman asked where the thief was.
- The teacher said to me, "Are you doing your homework?"  
**Ans.** The teacher asked me if I was doing my homework.
- They shouted, "Let us go."  
**Ans.** They shouted to let them go.
- The teacher said to the boy, "You have passed the examination."  
**Ans.** The teacher told the boy that he had passed the examination.
- They said, "Always obey and respect your elders."  
**Ans.** They advised (them) to obey and respect their elders always.
- He says, "How stupid I am!"  
**Ans.** He wonders how stupid he is.
- He said, "Alas ! I am ruined."  
**Ans.** He exclaimed with sorrow that he was ruined.

**B. Report the following in *Direct Speech* :**

1. The guard asked me what I wanted.  
**Ans.** The guard said, "What do you want?"
2. I requested my friend to help me in Geometry.  
**Ans.** I said to my friend, "Help me in Geometry."
3. The old man told us that he could not see clearly.  
**Ans.** The old man said to us, "I can not see clearly."
4. He says that we will reach there early morning.  
**Ans.** He says, "You will reach there early morning."
5. She said that she had not seen him for a long time.  
**Ans.** She said, "I have not seen you for a long time."
6. He will say that the telegram is to come tomorrow.  
**Ans.** He will say, "The telegram is to come tomorrow."
7. She said that she had been learning English for a long time.  
**Ans.** She said, "I have been learning English for a long time."
8. Mary said that she would leave for her native place the following day.  
**Ans.** Mary said, "I shall leave for my native place tomorrow."
9. They say that they are very tired.  
**Ans.** They say, "We are very tired."
10. The old man will say that he cannot walk without a stick.  
**Ans.** The old man will say, "I cannot walk without a stick."

## 31. SIMPLE SENTENCES – ANALYSIS

**I. Analyse the following *simple sentences* into tabular form.**

1. Two men were killed in the police firing yesterday.
2. I don't like to eat ice-cream in winter.
3. Can you sing well ?
4. Be kind to animals.
5. What a pretty flower a rose is ?

Subject		Predicate				
Subject	Enlargement of the Subject	Verb	Object	Enlargement of the Object	Complement	Extension of the Predicate
Men	Two	were killed	—	—	—	in the police firing yesterday.
I	—	to eat	ice-cream	—	don't like	in winter
You	—	can sing	—	—	—	well
(You)	—	be	animals	—	kind to	—
Flower	what a pretty	is	a rose	—	—	—

**II. Analyse the following *compound sentences* into tabular form.**

1. He is rich but not happy.
2. Do this today and that tomorrow.
3. Do not sleep during the day for it makes you lazy.

Subject				Predicate			
No.	Subject	Enlargement of the Subject	Verb	Object	Enlargement of the Object	Complement	Conjunction
1a	He		is	rich			but
1b	(He)		(is)	happy		not happy	
2a	(You)	—	do	this	—	today	and
2b	(You)	—	(do)	that	—	tomorrow	
3a	(You)		don't sleep			during the	for
3b	it		makes	you	—	lazy	

## 32. WORDS OFTEN CONFUSED

Observe the above examples carefully. Then write the correct word in each blank. Meanings are given to help you.

1. A. The fisherman *cast* his net in the tank.  
B. He has married outside his *caste*.
2. A. A *desert* is a vast sandy dry land.  
B. Fruit is generally eaten as *dessert*.
3. A. *Farmers* grow crops in their fields.  
B. He is a *former* principal of this school.
4. A. There is a heavy *hail* outside.  
B. The child is quite *hale* and hearty.
5. A. India has a big *industrial* scope.  
B. Manu is a very *industrious* boy.
6. A. I don't believe in taking a *loan* from anybody.  
B. He is the *lone* candidate from this ward.
7. A. The girl refused to *marry* her boy-friend.  
B. Eat, drink and be always *merry*.
8. A. The policeman is on his daily *patrol*.  
B. Our car ran short of *petrol* on the way.
9. A. Your answer is quite *right*.  
B. I shall *write* a letter to my mother.

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## 33. HOMONYMS (WORDS WITH SEVERAL MEANINGS)

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### A. Now do the same with the following :

1. box      This box is full of apples.  
              Boxing is a very interesting game.
2. bow      We should bow to the Almighty.  
              My friend hunted a deer with arrow and bow.
3. case     I purchased a case for my watch.  
              A case has been filed in the court by the lawyer.
4. letter    English alphabet has 26 letters.  
              I have posted a letter to my friend today.
5. date     What is the date today ?  
              Dates are very delicious to eat.
6. fair     Farmers participate in the Animals fair.  
              The weather is fair today.
7. act      A country is governed under certain acts.  
              He acted very swiftly in the picture.
8. ground   Potatoes, radish, carrot etc. are all grown under the  
              ground.  
              Wheat is ground to get flour.
9. kite     Sometimes flying kites cause plane accident.  
              Children are flying the kites.

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## 34. HOMOPHONES

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### Now explain the difference in meanings of words of each pair by using them in sentences :

1. as      Sweet potatoes are not as sweet as sugar.  
   ass     Ass are used to carry load.
2. all     All the students attended the class today.  
   awl     The cobbler uses awl to make holes.
3. bear    He had to bear insult in public show.  
   bare    Mohan walks bare footed on grass in the summer morning.
4. bad     The weather is very bad today.  
   bade    He bade farewell to his colleagues at the time of his retirement.

5. die The patient died of cancer.  
dye Please have this cloth dyed from the dyers.
6. dose Have you taken your dose of medicine ?  
doze Sita dozed off sitting in the chair.
7. fair My sister's colour is very fair.  
fare What is the bus fare from C. Place to AIIMS ?
8. flour I like chapatis made of wheat flour.  
floor Please clean the floor once again.
9. gate Somebody is waiting at the gate there.  
gait The gait of elephant is liked by all.

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## 35. ANALOGIES

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### 1. Fill in the *missing word* in each sentence from the table :

1. A carpenter is to wood as a blacksmith is to *iron*.
2. Sunlight is to shade as happiness is to *sorrow*.
3. Time is to a clock as distance is to a *scale*.
4. A broom is to a floor as a *duster* is to a blackboard.
5. Slow is to fast as old is to *new*.
6. Figures are to Arithmetic as *letters* are to Algebra.
7. Attract is to repel as *begin* is to finish.
8. A button is to a hole as a *lace* is to a shoe.
9. Courteous is to court as *righteous* it to right.
10. Kilogram is to sugar as *litre* is to milk.
11. Wool is to a sheep as *fur* is to a fox.
12. Green is to a leaf as *red* is to a rose.

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## 37. WRITING GOOD PARAGRAPHS

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### 2. Complete Paragraph : *Good and Bad Effects of Television*

Television (T.V.) has become a very common appliance in every home. It is a cheap and good means of entertainment. Films, songs, serials, matches and other good programmes entertain us a lot. It is also a good source of news. Whereas T.V. has many plus points, it has some minus points as well. Untimely programmes go waste. They should be streamlined. Serials and advertisements mostly aim at business. There are some programmes

which are quite undesirable. They incite youngsters for committing some bad actions or for doing some wrong things which includes serious crimes. Children want to watch T.V. continuously whereby their studies suffer a lot. The T.V. programmes must be well-managed in terms of their good or bad effects.

### **3. Complete Paragraph : *A School Playground***

A school playground is for school children to play various games. It is a large and spacious area. It is well protected by a fence around it. Even the animals can't manage entry. Two poles each are there along its breadth which form the goal areas. The ground is specially meant for playing football and also suitable for games like cricket, badminton and hockey. The ground is overgrown with grass throughout its length and breadth and is well-maintained. It is used only by the school children and entry is not permitted to the outsiders. Sometimes, the ground is used for organising inter-school tournaments or for celebrating other school functions. In brief, the play ground is a multi purpose space.

### **4. Complete Paragraph : *The Republic Day***

The Republic Day is a national festival. It is celebrated in winter season on 26th January every year. President rides in a beautiful coach/car to reach a platform near India Gate specially built for him and for other V.I.P.s including the chief guest. The parade starts from Rashtrapati Bhavan and ends at Red Fort. Various regiments of Armed Forces, Police, N.C.C., B.S.F. etc. take part in the parade. Every state is represented by its tableau. Freedom fighters, school children and other pageants also participate. All these go saluting the President. At last, there is a fly past of aeroplanes which fly with a great speed spreading colours to shape tri-colour.

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## **38. PICTURE COMPOSITION**

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### **1. Look at the picture given in front and write a *composition* on it.**

The picture in front shows a flowing river. A bridge is also seen under construction. There are many trees on the river bank. The weather is cloudy. It is raining. There is a beautiful small house situated on the river side. A boy who appears to be living in the small house is also seen sitting on the steps. A basket full of flowers is lying near the boy. The boy has placed his paper boat on the water surface and allowed it to flow with the water current. He is seeing it with anxiety.

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## 39. WRITING GOOD ESSAYS

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### A. Write an *essay on* : *A Picnic On The River-Side*

Our parents had been thinking of going on a picnic at a suitable time and in fine weather. At last that day neared. The family picnic was planned. On the appointed day, we all got ready early in the morning. Our mother is very efficient and expert in cooking. She cooked several items — some sweet and some salty. Of course, we assisted our mother in doing all this. All the items were separately packed and put in good looking baskets.

At the right time, we hired a taxi and reached the river side of our choice. A carpet was spread on the grassy ground and things placed properly. Some of us enjoyed boating, others played on sand and still others played cards and other games. We took our lunch at noon followed by a cup of tea or soft drink according to taste.

After some time, we took a stroll along the river bank. We saw some fishes swimming in clean water and some tortoises going in and coming out of water. We met another family with whom we exchanged tit-bits. We enjoyed a lot and returned late in the evening. We can't forget the picnic.

### B. Write an *essay on* : *A Visit To A Hill-Station*

The people in plains feel hot in summer compared to those living in hilly region. This is so because plains are hotter in summer than hills. To avoid the scorching heat of plains, our family visited Shimla which is a very good tourist spot for summer. As decided by all we stayed there for about a fortnight. Shimla's weather was cool because of continual rain and due to its sufficient height from sea-level. During our stay here, we were safe from the burning heat of Delhi. Sometimes, we witnessed the scenes in which clouds appeared touching mountainous range. The multi-storeyed buildings presented good scene when seen from far off distance. Our daily programme was drawn before hand. The day started with different break fast menu. We visited at least one new place a day at the station. We were feeling quite refreshed and toned up after a fortnight. We returned to Delhi. Our school opened on 15th July and we were again busy in our studies.

### C. Write an *essay on each of the following* :

#### **Our National festival**

15th August is a red letter day for every Indian. On this day in 1947 India got independence from the British rule. The freedom struggle was led by Mahatma Gandhi and many great leaders and common man also took part in it. Many Indians lost their lives.

#### **The Independence Day**

This day is celebrated all over the country with great pomp and show and enthusiasm. In Delhi the great function is held at the Red Fort. On this day, the Prime Minister of India arrives at exact 7.30 a.m. People greet the P.M. with cheers and slogans. He inspects the guard of honour. Then he unfurls the National Flag from the ramparts of the Red Fort. A salute of 21 guns is given to the National Flag.

After the salute of guns the Prime Minister speaks to the people about the country's projects, programmes and achievements during the year. He asks the people for their cooperation in solving the problems that face the nation. He requests the people to stand united against any attempt to divide the country. Once again he asks the people to preserve the freedom and unity of the country. At the end of his speech he asks the people to repeat 'Jain Hind' three times. With the singing of National Anthem the function comes to an end.

The whole programme is telecast by the Doordarshan. People from all nooks and corners of the country come to watch the Independence Day function at the Red Fort. Children come very early to take part in the celebration.

This function is also celebrated in all the capitals of every Indian State and Union Territory. Chief Ministers deliver speeches at the capitals of their state in place of the Prime Minister. All pledge to sacrifice everything to protect India's freedom and integrity.

### **OUR NATIONAL FLOWER**

Lotus or Water Lily is the National Flower of India. It is an aquatic plant with broad floating green leaves and bright fragrant flowers that grow only in shallow waters. The flower grows in murky waters and rises on a long stalk above the surface to bloom glorious. Untouched by the impurity, lotus symbolizes the purity of heart and mind. Based on the colour of its flower, it is divided into two types, the red lotus flower and the white lotus flower.

Lotus occupies a significant place in Indian mythology. It is associated with the goddess of wealth Maha Lakshmi, who brings prosperity, purity, chastity and generosity. She is the embodiment of beauty, grace and charm. She sits on a fully blossomed lotus flower, symbolizing purity, beauty and everything that is good.

The lotus is useful to us in many kinds. The seed, the leaf and the stem are edible and also can be used as medicine. The seeds can last for many years and still remain perfect for re-germination, as such it is a symbol of strong vital force that could withstand extremely adverse conditions. The lotus flower thus represents long life, health, honour and good luck.

## **A FOOTBALL MATCH**

Last month I saw an interesting football match. It was played in the public grounds, between the S.M. School and B.N School. There were countless spectators. There were students from both the schools. The match started at 4 p.m. Mr. Sriram acted as the referee. The teams entered the field, at the sound of the whistle. There were loud cheers. The players wore their respective uniform. They looked active and smart. The game was fast from the start. The forwards of the S.M. School team combined well. They were in complete control of the ball. They made many attacking moves. They tried to kick the ball into the goal of B.N School many times. The B.N.School played a very defensive game. Their goalkeeper did his job extremely well. He defied every attempt to score. But still the forwards of the S.M school found a gap and scored a goal. There was jubilation in the crowd. Soon it was half time.

The players of both the teams were served with light refreshments. Soon the players regained their lost spirits. After the interval both the teams played with renewed vigour. The B.N School played a good game. But they were against a superior team. The B.N School players pressed very hard but they were unable to score. The game did not slow down till the last minute.

The players of the S.M School were carried on the shoulders by their schoolmates. The students were wild with joy. I enjoyed the match very much. The better team had won the match.

## **The Christmas**

All the Christian countries around the world celebrate Christmas with joy and enthusiasm. It is also called X-mass. In India too this festival is celebrated with gaiety. As India has a sizable population of Christians, the festivities of this festival are almost the same as Dusshera and Diwali. Christmas falls on the 25 th of December every year. It is the date on which the Christians believe that Jesus Christ was born. Houses and churches are cleaned and white-washed. They are decorated with flowers, banners and buntings. The altar of Jesus Christ and Mother Mary are decorated with candles and flowers. A separate cradle is made for the infant Jesus in the courtyard of the church.

After the midnight Mass, or prayers at the church, the Christians go home and feast. They decorate their homes with coloured lights and a Christmas Tree. At the foot of this tree they pile gifts for each other. Small children hang stocking near their beds, because they believe that

Santa Claus will come in the night and place gifts in it. People hold parties and dinners to celebrate this occasion. They sing Christmas hymns and Christmas carols. This festival comes to an end amidst fun and laughter.

### **Annual Day**

This year our school celebrated the annual day on the 25th of January. Preparations for this day started many days earlier. There were many cultural items to be prepared. Several students took part in these programmes. They worked very hard, as they wanted to give a good account of themselves. The Education Minister was the chief guest of the function.

The school was tastefully decorated. A canopy was put up in the school compound. Flower pots were placed all along the corridor. A dais was erected at the end. Many rows of chairs were arranged for the guests. The chief guest, the Principal, the Chairman and the Manager of the school committee were seated on the sofa-sets placed on the dais.

At exact 4 p.m the chief guest arrived. He was received at the school gate by our Principal. The Manager welcomed him with a bouquet of flowers. The school band played a welcome tune in his honour. The N.C.C Cadets presented a guard of honour. He was taken to the Pandal. All got up to honour him. Young children began the programme with a prayer. Then more cultural items followed one after the other. Everybody clapped and cheered the participants. They had a spell binding performance.

The Principal read out the annual report. The Chief guest gave away prizes. It was followed by a speech delivered by the chief guest. He extolled students, teachers and Management for proving quality education and sports. He told the students of the importance of their role in the society and wished them success. The Principal thanked the chief guest and the audience for their active support and encouragement. Then the chief guest was escorted to his car in a proper manner. Soon after his departure the programme came to an end. It was great success.

### **A Visit to a Museum**

I got a chance to visit the Kolkata museum with my friend. It is a very big museum. Its building has many big rooms. They were neat and clean. The exhibits were properly arranged. All the articles were clearly visible. It has many items collected from various parts of the country and even foreign lands. There were various items of science, arts, history, robes, weapons etc.

On the left side of the entrance there is hall. It has a big collection of mammals of many types. There were dogs, cats, cows and so many other mammals; there were many extinct mammals too. They throw light on the evolution of life in the universe. In another room there were specimens of birds. Next to this room were housed some specimens of reptiles.

Then we went to a large room where we saw specimens of rocks. There were ores in their raw forms. It gave us a good knowledge of the earth and its wealth. Then we moved on to another hall. There were excavated articles brought from different sites. We saw potteries, picture tablets, statues, bangles and many other objects. These tell us about the deep insight of the culture and the way of living of the ancient civilization.

There were many specimens of handicraft brought from all over the world. These collections deal with a large span of time. Here we learnt the story of the development of handicraft. The Kolkata museum is the storehouse of much information. We enjoyed watching it. It increased our knowledge in many ways.

### **Our National Animal**

The Tiger is India's National Animal. It is one of nature's masterpieces, a creature of beauty and grace. It rivals only man in its power and cunning. It is a royal looking animal known for its magnificence, grace, power and agility.

It is the largest in the cat family; some measuring upto thirteen feet long and weighing as much as three hundred kilos. Its powerful canine teeth nearly the size of a man's finger can kill even large prey in an instant. This tiger is a rich-coloured, well-striped animal with a short coat.

The combination of grace, strength, agility and enormous power has earned the tiger great respect and high esteem. Out of eight races of the species known, the Indian race known as the Royal Bengal Tiger, is found throughout the country except the north-western region, and also in the neighbouring countries such as Nepal, Bhutan and Bangladesh. It occupies a variety of habitats from dry open jungles, humid ever-green forests to mangrove swamps.

There are very few tigers left in the world today. A decade ago the tiger population in India had dwindled to a few hundreds. The Government of India, under its Project Tiger programme, started a massive effort to preserve the tiger population. Today, thanks to Project Tiger, India's population of tigers has considerably increased.

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## 40. WRITING GOOD STORIES

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**A. *Now write the complete story :***

A peacock and a crane lived in a Royal Garden. They were neighbours. From time to time the peacock boasted of its beauty i.e. the colourful feathers and always spoke ill of the crane's feathers. The crane asked him not to do so. The peacock was, however very much proud of its beauty and did not stop teasing the crane.

The crane was so much annoyed with the peacock that it thought of having a revenge. One day it challenged the peacock for a flight. At the mutually agreed day and time, both started the flight. The crane flew very high but the peacock could not. As such, the peacock felt so much ashamed that it never dared to brag again.

**MORAL :** Pride goes before a fall.

**B. *Here is an outline of a story : Dispute For Nothing***

***Now write the complete story :***

Once upon a time, there were two goats. They used to cross a bridge over a stream in order to reach the jungle for food. Once, the stream was flooded with water the two goats were on opposite sides of the stream. Each wanted to cross the stream. They started doing so at the same time. When they reached midway, they proposed to each other to go back so that one could cross the bridge first. Both disagreed. During the scuffle that followed they lost balance and fell into the stream.

After sometime they faced similar situation. But by this time, they had realised their folly. They had become wiser. While crossing the stream now both made way for each other and crossed the bridge safely.

**MORAL :** Cooperation pays in the long run.

**C. *Here is an outline of a story : The Three Axes***

***Now write the complete story :***

A woodcutter used to go to jungle to cut wood, sell it and earn his livelihood. One day he was cutting wood on the bank of a river. Suddenly, his iron axe fell into the river. He cried for help. A fairy appeared and offered to help. The fairy dived into the river and came with a golden axe. The woodcutter told the fairy that it was not his axe. The fairy again dived into water and brought out a silver axe. The woodcutter refused to take it also as it was not his. The fairy once again dived into the river water and came with an iron axe. The woodcutter immediately cried that this was his axe.

The fairy was very happy for his honesty. She gave him the other two axes also as prize. The woodcutter was very happy to have his own axe.

**MORAL :** Honesty is the best policy.

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## 41 WRITING GOOD LETTERS

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**EX.1. Write a letter to your friend congratulating him on his success in the examination. (Personal Letter)**

\_\_\_\_\_ ,

*Heading/*

\_\_\_\_\_ ,

*Date*

17th Feb, 20\_\_.

Dear Mohan,

*Salutation*

I was very very happy to hear the news of your securing first division in 10th final.

Friend ! please accept my hearty congratulations on your grand success in annual examination. Please convey these to your parents too.

*Body*

I hope you would be repeating it in future also.

Your loving friend, *Closing*

*Signature*

**2. Write an application to the principal of your school, asking for a school-leaving certificate. (Official Letter)**

17th Feb, 20\_\_ *Heading/*

*Date*

The Principal,

School Name.

Sir,

*Salutation*

With due respect, I am to state that I have passed tenth class from your school this year.

My parents have shifted to Delhi where my grand parents are also living. I need to get admission in Class XI in some Delhi school. I request that a school-leaving certificate may kindly be issued to me at your earliest convenience so that I may get admission before the closing-date of admissions.

*Body*

I hope you would kindly do it early.

Yours Obediently, *Closing*

*Signature*

*Latest letter writing tents to avoid non-essential punctuation.*

- 1. Write a letter to your father telling him how you have fared in your examination.**

School Name

Dear Father,

I hope this letter finds you and mother in the best of health and happiness. Respected father in my last letter I had written about my preparation for the annual exams. My exams got over today. I am feeling much relaxed now. I attempted all the question papers to my entire satisfaction. I am quite hopeful of securing above eighty per cent marks on the aggregate. I now look forward to returning home this week.

Yours affectionately.

Ritu.

- 2. Write a letter to your friend telling him about your school.**

Address

Date.

Dear friend,

I got your letter. You asked me about my school. Here are few important features of my school. First of all we have a beautiful building which enables us to have a homely atmosphere to study. Our teachers are very loving and gentle. We have very strict and pleasant rules and regulations which enable us to grow in full maturity. We have many programmes for personality development and other external activities. Then there is a large computer lab, play ground ,etc. I will tell you elaborately when I meet you personally. Hope that we will meet at the earliest.

With regards,

Neebu.

**3. Write a letter to the Principal of a school informing him that you want to contribute to the Poor Boys' Fund.**

The Principal

Address.

Respected Sir,

I would like to bring to your kind attention on the following matter. Sir I have with me little money that has been sent to me by my father from abroad for my monthly expenses. It is my wish that I limit my monthly expenses and contribute that money to the poor boys' fund.

Hope that you will accept my request and do the needful.

Yours sincerely

Amjith.

**4. Write a letter to a book-seller ordering a particular book.**

The Manager

Address

Dear Sir,

You are requested to send the following books per V.P.P at the earliest. The books must be well bound and of the latest edition

Please do give reasonable discount.

- |                                 |            |
|---------------------------------|------------|
| 1. Junior Essays 'Top'          | 10 copies  |
| 2. How to Write Correct English | 10 copies. |
| 3. Improve Your English         | 10 copies. |

Please send these books immediately and oblige.

Yours truly

P. Saurav.

Address.

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## 42 COMPREHENSION

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**A. Answer the following questions :**

(1) **Ans.** Ten students went to school.

(2) **Ans.** Five students did not complete their home work.

(3) **Ans.** They were frightened because their English assignment was not complete.

(4) **Ans.** The foolish students told the wise ones, "Give us your home work, so that we may copy it".

(5) **Ans.** The wise ones received 'A' grade for the day.

**B. Write opposites of the following words :**

- (1) wise foolish (2) prepared unprepared  
(3) finish start/begin (4) complete incomplete

**C. Make sentences of your own with the following words taken from the passage.**

- (1) frightened As a monkey entered the school, the children were frightened.  
(2) trouble We should not trouble our teachers in any way.  
(3) assignment The students must complete their school assignments daily.

**EX.B. Questions :**

**A. Answer the following questions :**

- (1) **Ans.** He was a tailor.  
(2) **Ans.** When Aladdin was very young his father died.  
(3) **Ans.** He found the lamp in a cave.  
(4) **Ans.** He rubbed the lamp to remove rust and polish it.  
(5) **Ans.** The Jinn told Aladdin that whenever he rubbed the lamp, he (the Jinn) would appear before him.  
(6) **Ans.** Jinn brought Aladdin money, fine dresses and rich food besides building a palace for him.

**B. Write opposite of the following words :**

- (1) slave free (2) poor rich  
(3) young old (4) appear disappear

**C. Make sentences of your own with the following words taken from the passage.**

- (1) polish I polish my shoes daily in the morning.  
(2) appear The vegetable does not appear to fresh.  
(3) rub We feel our palms hotter when we rub them.

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## 43 SUMMARY WRITING

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**Write A Summary :**

There was a dispute between the sun and the wind. Each claimed to be stronger. It was decided that the one to compel the coat-wearing man to take off his coat would be called stronger. The wind blew with force and the sun shone with strength. The sun won.

(47 words)

