



SMART SKILLS

CLASS 6-AE

ENGLISH

2021-2022

Syllabus

	Grammar	Writing Skills
April-May	Articles and Determiners	Diary Writing
July	Pronouns Prepositions	Poster Making
August	Verbs and Tenses (Present, Past and Future)	Informal Letter
September-October	Integrated Worksheets; Punctuation	
November	Conjunctions Integrated Grammar	Paragraph Writing
December	Adjectives- Degrees and Order Direct & Indirect Speech	
January	Subject-Verb Agreement Integrated Grammar	
February	REVISION	REVISION

Assessment Plan

2021-22

	TERM 1
A	UNIT TEST
B (i)	Individual Activity Poster: Create awareness about the importance of saving trees (May)
(ii)	Individual Activity Speaking and Listening Skills Assessment (July/August)
C	Online Submissions /Homework/Regularity/ Class response/Completion/Neatness/Upkeep of notebooks
	TERM 2
A	UNIT TEST
B (i)	Group Activity Theatre Activity (December —January)
(ii)	Individual Activity Speaking and Listening Skills Assessment (January-February)
C	Online submissions/Homework/Regularity/ Class response/Completion/Neatness/Upkeep of notebooks

THE CIVIL SERVICES SCHOOL

ACTIVITIES PLANNED:**TERM 1**

1. Poster: Create awareness about the importance of saving trees
(May)

RUBRICS FOR ASSESSMENT:

Name of the Student	Content (2m)	Illustration and creativity (1m)	Presentation (1m)	Originality and creativity (1m)	Total (5m)
1.					

(ii)INDIVIDUAL ACTIVITY: Speaking Skills Assessment

The students will be given a list of topics a week before the assessment. The students will prepare a speech on the topic of their choice and present it before the class.

RUBRICS FOR ASSESSMENT:

Name of the Student	Content (2m)	Fluency (2m)	Presentation (1m)	Total (5m)
1.				

TERM 2**B. (i) GROUP ACTIVITY: Theatre Activity****RUBRICS FOR ASSESSMENT:**

Name of the Student	Creativity (1.5m)	Individual participation (1m)	Presentation (1.5m)	Team participation (1m)	Total (5m)
1.					

(ii)INDIVIDUAL ACTIVITY: Listening Skills Assessment

An audio recording will be played and based on their understanding of it, the students will complete a worksheet that will be given to them at the beginning of the assessment. The recording will be played thrice.

Name of the Student	MCQs (5m)	Total (5m)
1.		

April-May

Reading Comprehension
Articles and Determiners
Diary Writing

Reading Comprehension

Jules Verne was a Frenchman who was born in 1828. He was not an inventor and he was not a scientist, but he read a great many books on science. He had a very strong imagination and he loved adventures although he did not have many great adventures himself. He wrote a number of books about the things which he thought that scientists and inventors would one day be able to do. At that time, his stories seemed like fairy tales.

Many of Jules Verne's attempts to look into the future, however, were surprisingly. One of his books was called 'From Earth to Moon'. In this book, three men and a dog made a journey around the moon. They did this in a hollow 'Ship' fired from a gun. After going around the Moon, they returned to earth and splashed down into the sea not far from where the first real Moon travelers landed in July, 1969 about a hundred years later.

Jules Verne's most famous book is 'Twenty Thousand Leagues under the sea'. Jules Verne died in 1905. When he was seventy seven. Many years later, explorers really did go to the Moon and one part of the Moon was given Jules Verne's name.

Answer the following questions:-

Q 1. Who was Jules Verne?

(a) inventor (b) scientist (c) writer

Q2. Three men and a dog made a journey around the Moon in a book.

(a) From earth to Moon
 (b) Around the world in eighty days
 (c) Twenty Thousand Leagues under the sea

Q3. Verne's stories were like _____

(a) adventure (b) fairy tales (c) imagination

Q4: How did the three men and a dog made journey around the moon?

(a) Through a sea (b) Space Ship (c) In a hollow 'ship'

Q5. When did the first real Moon travelers landed on Moon?

(a) 1828 (b) 1905 (c) 1969

Q6. What was given the name of Jules Verne?

(a) one part of Moon (b) book (c) A dog

Q7. When did Verne die ?

(a) 1905 (b) 1969 (c) 1905

DIARY WRITING

A diary entry is a very personal kind of writing. It is meant to record certain important events and feelings of the writer.

Format:

- Day, date
- Contents of the diary entry
- Writer's first name

Word limit: 120-150 words

Points to remember:

- Creativity, imagination and expression in diary writing are tested.
- You should write as if you have really been a part of the situation.
- It is written in the first person, which means that the pronoun 'I' has to be used.
- It is a secret record of one's life, so one can be very honest about one's feelings and emotions.

Last night I couldn't sleep. I watched television until 3 in the morning and then went to bed.

Suddenly I heard a terrible noise in the kitchen. But when I went there I saw nothing. Maybe it was a dream, I thought, and I went back to bed. This time I heard someone singing in the kitchen. Again, I got up and slowly walked downstairs, but again there was nothing. Strange, I thought. And I went back to bed.

About an hour later, a scream woke me up. Now I was scared. I listened carefully. The scream came from the kitchen. I did not move. Next, I could hear singing and screaming at the same time. Could it be a ghost?

In the end I decided to go and check. I walked very slowly and carefully. The kitchen was empty. But I could still hear voices.

I walked to the living room and I saw a light there. The voices got louder. But I needed to check. So I went into the living room and... what did I find out?

The TV was still on. There was a Dracula film on, but it was only a film; no Dracula and no ghosts in my house!

I turned it off and went back to bed.

[Read Tom's Diary](#)

Complete the sentences in no more than three words.

- 1- Tom watched t.v until 3
- 2-After watching T.V, he
- 3-He heard a terrible noise
- 4-He went there and he
- 5-Then he heard someone singing
- 6-Heand walked downstairs.
- 7-An hour later, he woke up because he heard
-
- 8-The scream came
- 9-But the kitchen
- 10-He walked to
- 11- He discovered that the T.V
-
12. After turning it off, he
-

Bob's Daily Diary



At 7:00 am, Bob wakes up. Then at 7:15 pm he takes a shower. At half past seven, Bob eats his breakfast. He always eats 2 scrambled eggs and drinks a cup of coffee.

At a quarter to to work in his car Camry. Bob works at a Software Monday through Friday from 8 am to day Bob has lunch. For lunch, Bob



eight, Bob drives which is a Toyota company 5 pm. At mid- usually eats a



chicken and cheese sandwich and drinks a soda. At 12:30 pm Bob gets back to work. Bob works until he gets off at 5 pm. Bob has to drive home in rush-hour traffic and it sometimes takes him an hour to get home.

At 6 o'clock, Bob arrives at his home, greets his wife and two children and has dinner with his family. For dinner, they normally have Mexican food or American food. At 7 pm Bob does the dishes and cleans the kitchen. He then puts the kids to bed, and spends the rest of the evening with his wife Susan. At 9 pm Bob and Susan watch TV. They usually watch CSI Miami or the News. At 10 pm Susan turns off the television and the lights and they both get ready for bed. At half past ten,

they fall asleep. Then the sun rises in the morning and Bob and Susan both get ready for work.

1. What time does Bob wake up?

2. What does Bob have for breakfast?

3. Where does Bob work?

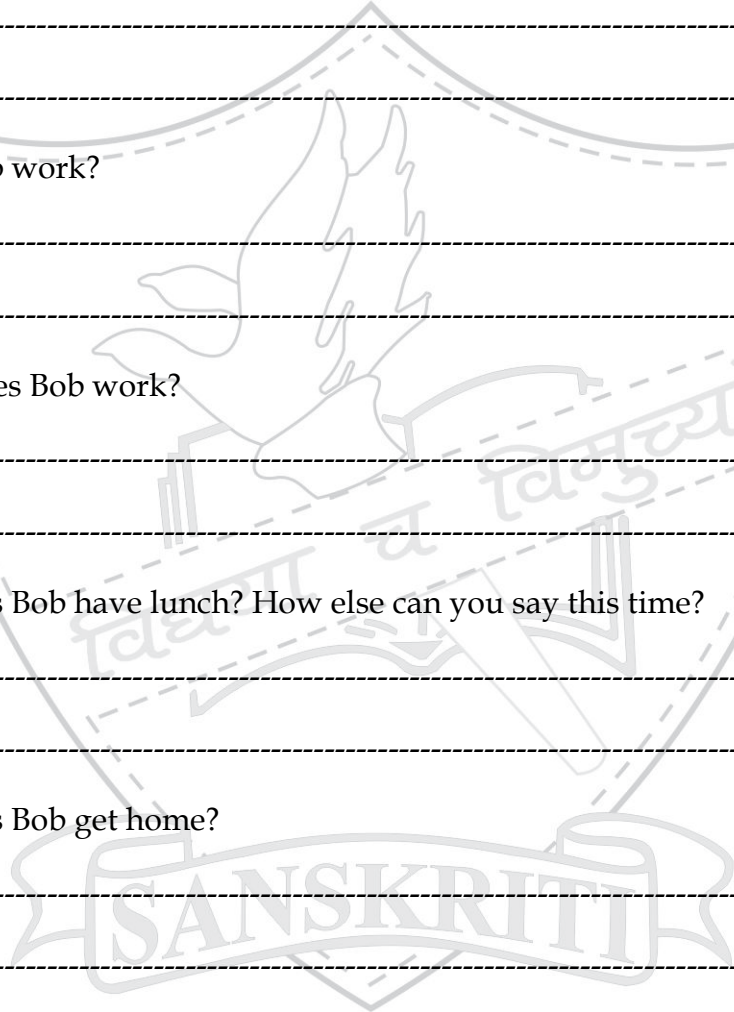
4. What hours does Bob work?

5. What time does Bob have lunch? How else can you say this time?

6. What time does Bob get home?

7. What time does Bob and Susan watch TV?

8. What time do Bob and Susan go to bed?



THE CIVIL SERVICES SCHOOL

My Daily Diary

I woke up at _____.

I took a shower at _____.

At _____, I ate my breakfast. I ate _____ and I drank _____.

I left my house at _____ and I went to work. I arrived at work at _____.

I had lunch at _____.

I ate _____.

I finished work at _____.

At _____, I had English lessons. I finished my lessons at _____. After my lessons, I drove home. I arrived at home at _____.

I had dinner at _____ and I ate _____.

After dinner, I put the children to bed at _____.

I watched TV until _____. I went to sleep at _____.

Q1. Write a diary entry expressing your thoughts on a journey you will undertake with your family in the summer break. Describe the place you will visit and the activities you will engage in.

Q2. Your term exams are about to begin. Write a diary entry describing your study schedule and your apprehensions about the exams.

Learning Outcomes

- Students will be able to communicate thoughts, ideas, views and opinions in a written format.
- Students will be able to develop the ability to express their thoughts effortlessly, confidently and in an organised manner.
- Students will be able to assess their peers' work based on developed rubrics.

Determiners

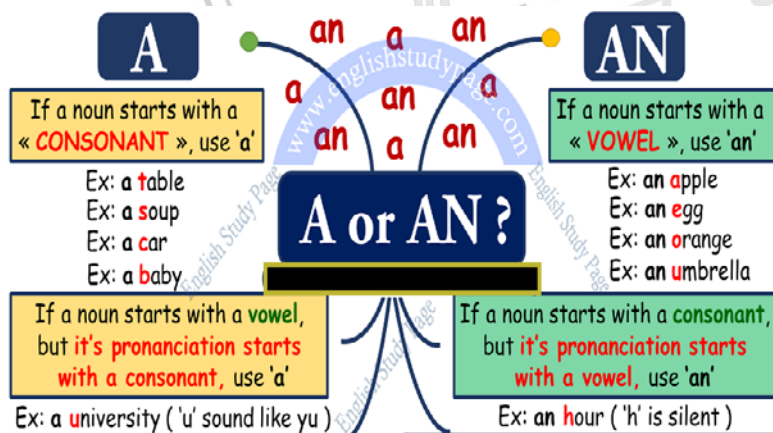
Determiners are words used before a noun to give more information about the noun. The word 'people' means some group of human beings. If someone says '**these** people', we know which group they are talking about, and if they say '**many**' we know how big the group is.

There are many kinds of determiners:

A. Articles

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

Let us begin with the difference between **a** and **an**. Look at the concept map given below:



Exercise 1

Q. Choose *a* or *an* to fill in the blanks:

- _____ fresh apple
- _____ good friend
- _____ uniform
- _____ eagle
- _____ teddy bear
- _____ angry woman
- _____ small envelope
- _____ expensive car
- _____ poisonous snake

10. _____ hour and a half

Exercise 2

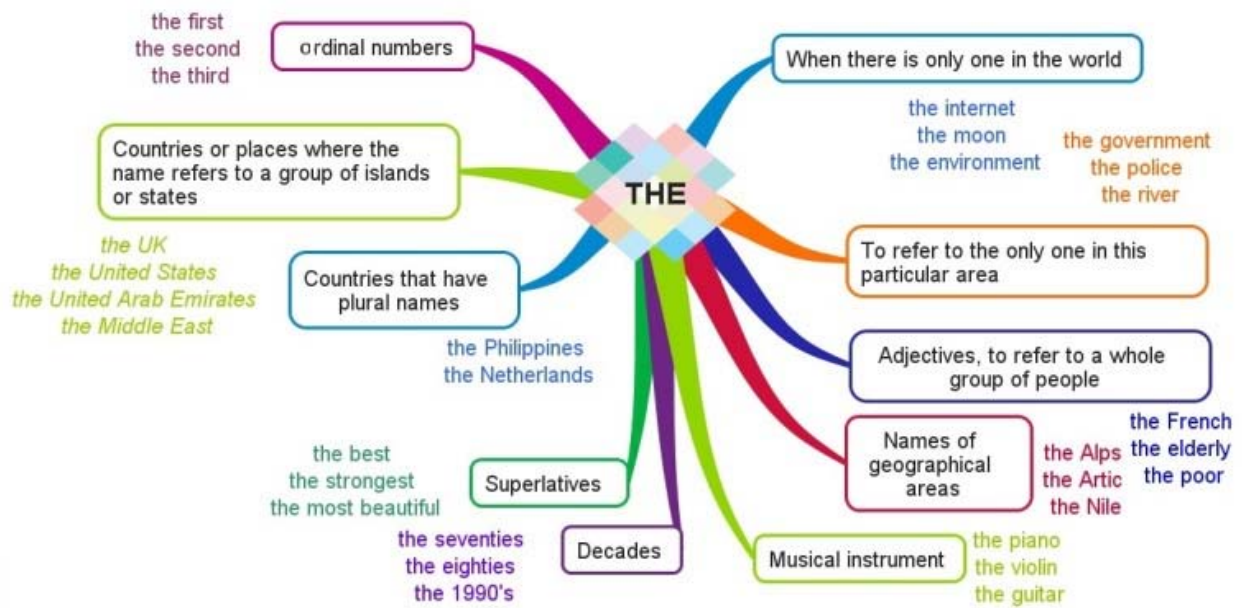
Q. Choose the correct option:

1. The woman received _____ to the party.
a. a invitation
b. an invitation
2. My family went on _____ to Kerala.
a. a trip
b. an trip
3. Look, it's raining! Take _____ before you step out.
a. a umbrella
b. an umbrella
4. My grandfather always has _____ of tea in the morning.
a. a cup
b. an cup
5. There are sixty minutes in _____.
a. a hour
b. an hour
6. Could I have _____ of water, please?
a. a glass
b. an glass
7. I am going to buy _____ for my sister.
a. a gift
b. an gift
8. _____ was barking late at night.
a. A dog
b. An dog

Now, let us understand when 'the' is used. Look at the following concept map:



We use "the" with:



We also use 'the' when we talk about someone or something we have mentioned before. For example: A woman is standing there. The woman is waving to us.

Exercise 3

Q. Choose the correct sentence:

- Police have come.
 - The police have come.
- He is tallest student in our class.
 - He is the tallest student in our class.
- We get off at the second stop.
 - We get off at second stop.
- The milk you bought yesterday was very tasty.
 - Milk you bought yesterday was very tasty.
- I bought a book for my sister. The book is about space.
 - I bought a book for my sister. Book is about space.

6.
 - a. Arjun loves playing piano.
 - b. Arjun loves playing the piano.
7.
 - a. The Sun is shining brightly today.
 - b. Sun is shining brightly today.
8.
 - a. We should always help elderly.
 - b. We should always help the elderly.
9.
 - a. Postman has come with two letters for you.
 - b. The postman has come with two letters for you.
10.
 - a. The Ganga is a holy river.
 - b. Ganga is a holy river.

Exercise 4

Q. Arrange the given groups of words to form meaningful sentences. Put a tick against the correct option.

1. a/ is/ talented/ she/ person
 - a. A talented person she is.
 - b. She is a talented person.
2. plays/ she/ flute/ the
 - a. She plays the flute.
 - b. The flute she plays
3. came/ city/ ago/ I/ this/ year/ to/ a
 - a. I came to this city a year ago.
 - b. I came to a city this year ago.
4. watches/ she/ a/ two/ the/ TV/ hours/ day
 - a. She watches a TV two hours the day.
 - b. She watches the TV two hours a day.
5. sister/ in/ an/ works/ my/ office
 - a. An sister works in my office.
 - b. My sister works in an office.

Exercise 5

Q. Fill in the blanks with the right articles.

1. How old is _____ boy who is sitting next to your sister?
 - a. a
 - b. an
 - c. the
2. It's _____ big red apple.
 - a. a
 - b. an
 - c. the
3. I wrote _____ email to my friend in China.
 - a. a
 - b. an
 - c. the
4. There's _____ art gallery at _____ theatre in our town.
 - a. a
 - b. an
 - c. the
5. Amaira has got _____ evening job as _____ babysitter.
 - a. a, an
 - b. an, a
 - c. the, a
6. There is _____ new shopping mall in my city. _____ mall has a variety of toys.
 - a. a, an
 - b. an, a
 - c. a, the
7. Jane's mother is _____ engineer and her father is _____ teacher.
 - a. a, an
 - b. an, a
 - c. an, the
8. _____ looks like his father.
 - a. a
 - b. an
 - c. the
9. _____ best place in my school is the library.
 - a. a
 - b. an
 - c. the
10. _____ rich are getting richer.
 - a. a
 - b. an
 - c. the

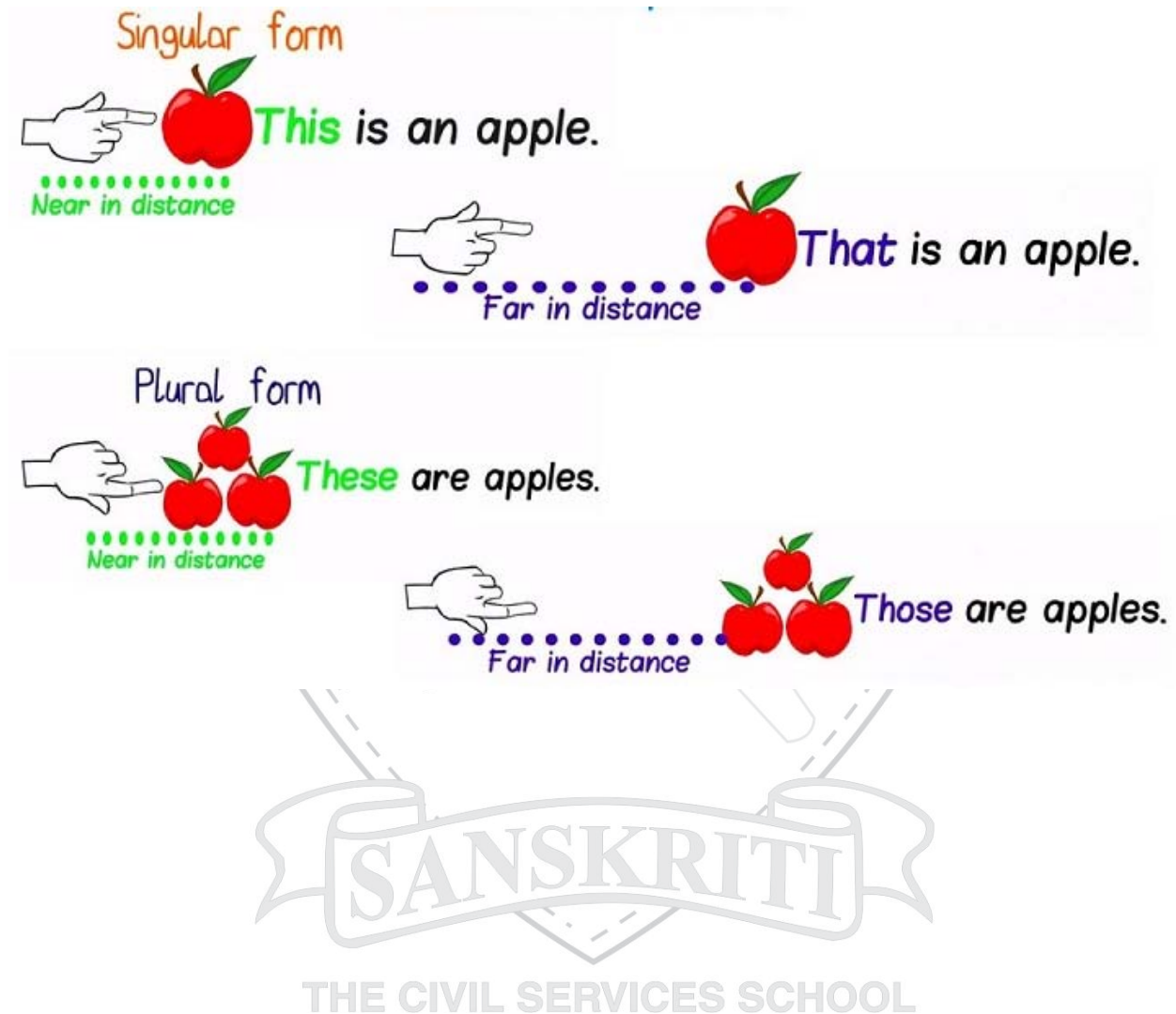
B. Demonstratives

These are words which are used to point out someone or something in a situation. There are four demonstratives: this, that, these and those.

This and *these* usually refer to something which is near the speaker, and *that* and *those* refer to something further away.


This and *that* are used when referring to a single thing.


These and *those* are used when the speaker is talking about more than one thing.





Exercise 6


Q. Look at the given pictures, and complete the sentences with this/that/these/those.


1) _____ is a computer game. 


2) _____ are lorries. 


3) _____ is a camera. 


4) _____ is a kite. 

5) _____ are balls. 

6) _____ are watches. 

7) _____ is a _____. 

8) _____ is a _____. 

9) _____ are _____. 

Exercise 7

Q. Fill in the blanks with the correct options:

1. _____ is my dog Bobby and _____ is his hut over there.
 - a. This, that
 - b. This, this
 - c. That, this
 - d. That, that
2. Is _____ your car behind the tree?
 - a. this
 - b. that
 - c. these
 - d. those
3. _____ are Ali's books over there.
 - a. This
 - b. That
 - c. These
 - d. Those
4. Hello, Dr Verma. Could you please look at _____ cut on my finger?
 - a. this

- b. that
c. these
d. those
5. Those apples are red, but _____ apples over here are green.
a. this
b. that
c. these
d. those
6. My umbrella is right here. _____ is my umbrella.
a. this
b. that
c. these
d. those
7. Please come here and look at _____ picture.
a. this
b. that
c. these
d. those
8. Can you see _____ boats on the lake?
a. this
b. that
c. these
d. those

C. Possessives

These are words, such as my, his, her, their, etc. which are used before nouns (naming words) to show who possesses or owns something.



I lent Margaret **my** guitar.



Is this **your** house?

Robert, **your** handwriting is difficult to read.

Michael is showing **his** tortoise to **his** friends.

My sister lost **her** way in the city.

The dentist asked **his** patient to open **her** mouth.

Exercise 8**Q. Choose the most appropriate option to fill in each blank.**

1. Manya is reading _____ favourite book.
 - a. its
 - b. her
2. This is _____ baby sister. I love her.
 - a. my
 - b. your
3. We are twins. _____ names are Shreya and Sukriti.
 - a. Our
 - b. Their
4. The boys are playing with _____ new toys.
 - a. its
 - b. their
5. Can I borrow _____ book, John?
 - a. my
 - b. your
6. This is my house. _____ door is green.
 - a. Its
 - b. Her
7. I know them. _____ house is in my street.
 - a. His
 - b. Their
8. Raman shares _____ tiffin with everyone.
 - a. your
 - b. his

D. Numbers

Determiners

Numbers

Cardinal	Ordinal
one	first
two	second
three	third
four	fourth
ten	tenth
twenty	twentieth

For example: There are five guavas in the basket.
 The second chair in the third row is occupied.
 I have written four questions on the sheet.

E. Question Words

We use the words *what*, *which* and *whose* before nouns to ask about people or things.

For example: **What** colour is your hair?
 Out of these two, **which** book do you like more?
Whose shoes are these?

Exercise 9

Q. Fill in the blanks with the correct options.

1. _____ dog was barking in the middle of the night?
 - a. Which
 - b. What
 - c. Whose
2. _____ road leads to the zoo?
 - a. Which
 - b. What
 - c. Whose
3. _____ kind of clothes do you wear?
 - a. Which
 - b. What
 - c. Whose
4. _____ footprints are these?
 - a. Which
 - b. What
 - c. Whose
5. _____ is the size of your shoe?
 - a. Which
 - b. What
 - c. Whose
6. _____ book is yours?
 - a. Which
 - b. What
 - c. Whose

F. Quantifiers

These words are used before nouns to indicate their amount or quantity.
 For example: There are many books in my cupboard. Get any one of those.
 I didn't get much sleep last night.

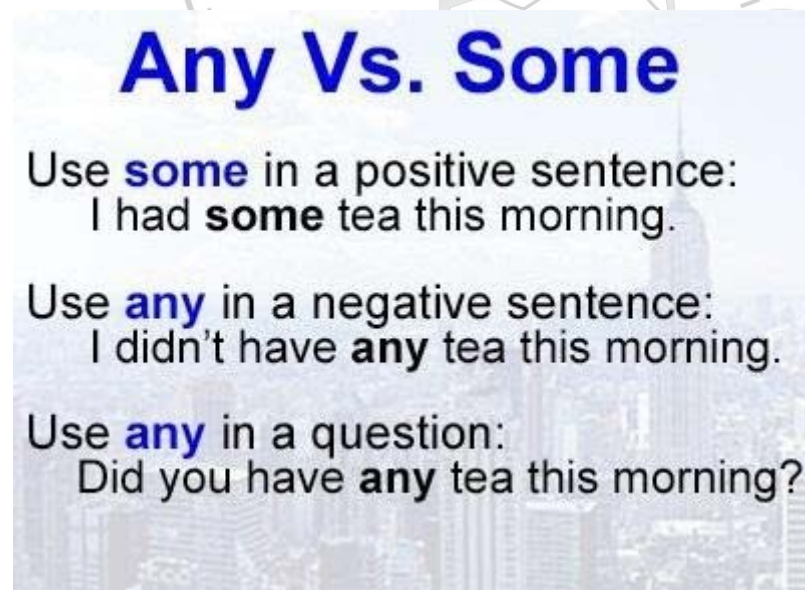
Look at some common quantifiers and how they are used:

I. *Many and Much*



How many Use with plural nouns	How much Use with singular nouns
<ul style="list-style-type: none"> • How many animals are there? • How many balls can you carry? • How many blades of grass are there? • How many cars can you see? • How many children are playing? • How many colours of the rainbow? 	<ul style="list-style-type: none"> • How much cheese is left? • How much effort does it take? • How much farther to walk? • How much homework must I do? • How much milk is in the bottle? • How much noise can you hear?

II. *Some and Any*



Any Vs. Some

Use **some** in a positive sentence:
I had **some** tea this morning.

Use **any** in a negative sentence:
I didn't have **any** tea this morning.

Use **any** in a question:
Did you have **any** tea this morning?

THE CIVIL SERVICES SCHOOL

III. A Few and A Little

a few

not many, some
We use **A FEW** with
countable nouns in the
plural

We've got a few apples.

**a little**

not much, some
We use **A LITTLE** with
uncountable nouns

*We've only got a little
money.*

**Exercise 10**

Q. Using the groups of words from the three columns given below, a few sentences have been made. Put a tick against all the meaningful ones.

S.No.	1	2	3
1.	There is	some	oranges in the bag.
2.	There are	any	sandwiches for lunch.
3.	There aren't	much	milk in the fridge.
4.	There isn't	many	sugar at home.
5.	She poured	a few	water into the glass.
6.	He drew	a little	ducks on the page.

1. There is a little milk in the fridge.
2. There are some sugar at home.
3. There aren't a few water into the glass.
4. There isn't any milk in the fridge.
5. She poured some water into the glass.

6. He drew much sandwiches for lunch.
7. There is some sugar at home.
8. There isn't a little oranges in the bag.
9. He drew many ducks on the page.
10. She poured much milk in the fridge.

Exercise 11

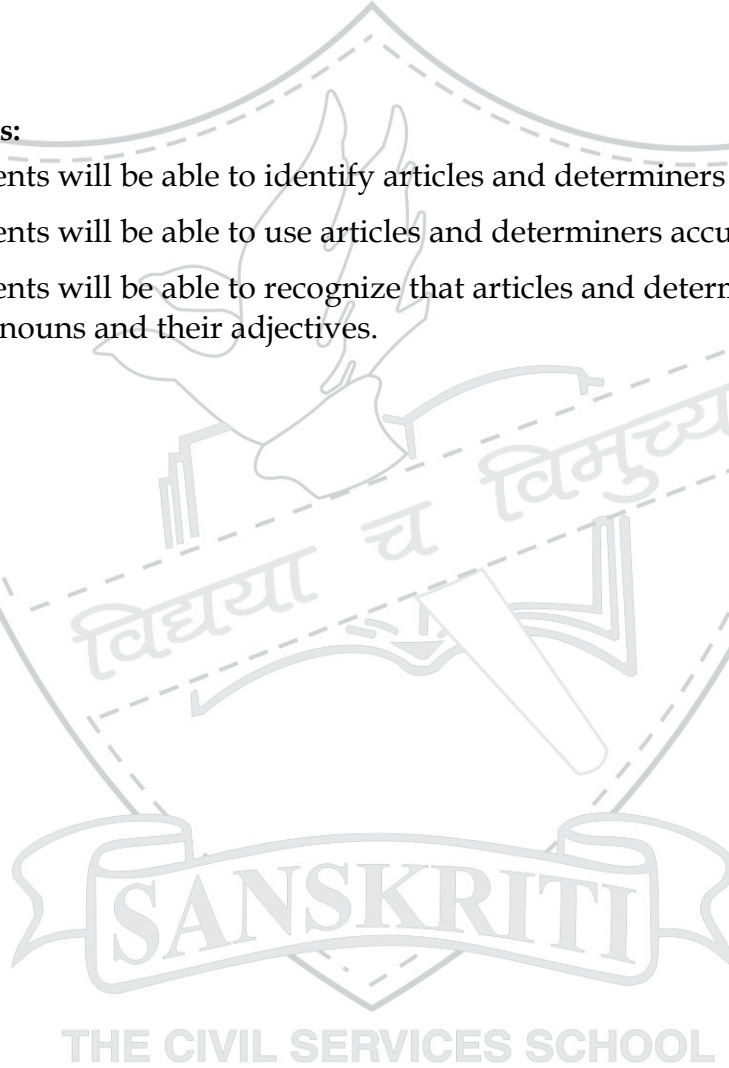
Q. Fill in the blanks using suitable determiners.

1. There aren't _____ chocolate bars left in the fridge.
 - a. whose
 - b. fifth
 - c. some
 - d. any
2. _____ crayons are kept on the table?
 - a. Any
 - b. What
 - c. Whose
 - d. His
3. Have you seen _____ spectacles? I can't read without them.
 - a. their
 - b. my
 - c. two
 - d. these
4. _____ car is parked at the gate.
 - a. Their
 - b. Ten
 - c. These
 - d. Much
5. She is _____ experienced teacher.
 - a. a
 - b. an
 - c. the
 - d. many
6. _____ are my cousins sitting on the bench over there.
 - a. This
 - b. These
 - c. That
 - d. Those
7. I have _____ pencils. You can take _____, if required.
 - a. any, some
 - b. many, some
 - c. some, many
 - d. some, much
8. _____ internet is quite useful.
 - a. a
 - b. an

- c. the
d. that
9. Sameera saves _____ money every month.
a. six
b. many
c. these
d. some
10. We don't have _____ money.
a. any
b. some
c. this
d. a

Learning Outcomes:

- Students will be able to identify articles and determiners within sentences.
- Students will be able to use articles and determiners accurately in sentences.
- Students will be able to recognize that articles and determiners are always used with nouns and their adjectives.



JULY

Reading Comprehension**Pronouns****Prepositions****Poster Making****Reading Comprehension Passage:****The Kingly Lion**

The animals of the field and forest had a Lion as their King.

When anyone had a problem, he took it to the Lion King, and the Lion King helped to solve it. When anyone had an argument, they took it to the Lion King, and he helped to settle it. The Lion King never made demands that were in his own interest. He wanted only what was best for each and every animal.

Day after day, the Lion King thought about nothing but the animals who were his subjects. Then he sat down and wrote out a Royal Order. He called all the animals to come before him. He stood on a hilltop and watched the animals come together from far and near. He waited for them to settle.

"Hear ye, hear ye!" the Lion began, in his deep and rumbling voice. "I have written out my orders for a new way of doing things that will be better for all. From this day forward, the Wolf and the Lamb shall agree to live in peace. The Panther and the Goat shall live in peace. The Tiger and the Deer, and the Dog and the Rabbit – all shall live together in perfect peace and harmony.

The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.

1. Why did the animals bring their problems to the Lion?

- A. The animals knew the Lion was powerful.
- B. The animals knew the Lion was fair.
- C. The animals feared that the Lion would punish them.

2. Why did the Lion write a Royal Order?

- A. The Lion wanted the best for each and every animal.
- B. The Lion was tired of the animals bringing their problems to him.
- C. The Lion wanted to be King of the field and forest.

3. Why did the Lion call all the creatures together to hear the Royal Order?

- A. The Lion wanted to show off his power.
- B. The Lion wanted to punish the strongest of the creatures.

C. The Lion wanted every creature to hear the new rules.

4. What was the purpose of the Lion's Royal Order?

- A. Natural enemies would live together in peace.
- B. Natural enemies would live in different places of the forest.
- C. Natural enemies would have to settle their own differences.

5. *The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.*

This is probably because:

- A. The Rabbit was afraid that the Lion was trying to trick all the creatures.
- B. The Rabbit did not think the Lion's new rules would work.
- C. The Rabbit did not want to be friends with the Dog.

Pronouns

Pronouns are words that are used in place of nouns in a sentence. Pronouns save the repetition of nouns. Some of the common pronouns are - he, she, you, they, it, we, etc. Pronouns are of different types based on their use.



Read the following sentences.

Rita is a good student. Rita completes her homework everyday. Rita has many friends. Rita also dances well.

In the above sentence, Rita has been used over and over again.

Don't you think this sentence sounds awkward?

Now read the sentence given below.

Rita is a good student. She completes her homework everyday. She has many friends. She also dances well.

In the above sentence, Rita has been replaced by with 'she'. Now the sentence is perfect.

TYPES OF PRONOUNS

1. Personal Pronouns.
2. Possessive Pronouns.

3. Reflexive Pronouns.
4. Relative Pronouns.
5. Demonstrative Pronouns.
6. Interrogative Pronouns.
7. Indefinite Pronouns.

PERSONAL PRONOUNS

Personal Pronouns are used in place of the names of persons, animals and things in a sentence. There are three forms of personal pronouns:

- First person or the person speaking (I, me, we, our, us, etc.)
- Second person or the person spoken to (you and your)
- Third person or the person spoken about (He, she, it , they, them, their, him, her).

SINGULAR GENDER PLURAL

FIRST PERSON I, me Common We, us

SECOND
PERSON

You, your Common You, your

THIRD PERSON He, him

She, her

It

Male

Female

Neuter

They, them

their

EXAMPLES:

She is intelligent.

They are playing chess.

He sent me a letter.

It is raining.

We love our country.

I have invited them.

POSSESSIVE PRONOUNS

Possessive Pronouns indicate close possession or ownership or relationship of a thing/person to another thing/person. Some of the common possessive pronouns are: yours, mine, his, ours, theirs, hers, its.

SINGULAR PLURAL

FIRST PERSON Mine Ours

SECOND PERSON Yours Yours

THIRD PERSON his, hers Theirs

EXAMPLES:

That cat is hers.

The car is ours not theirs.

The book is mine.
 The laptop is his.
 The red handbag is hers.
 The bike is yours.

Circle the correct pronoun.

1. Let **(I / me/yourself/we)** help **(you /I/us/ me)** with that pile of books.
2. Thank **(you/he/ him/them)** very much, but **(I /mine/ me/us)** think I can manage.
3. Can you tell **(us /he/we/you)** where the library is?
4. Go down the corridor and turn right. **(It / These/This/They)** is at the end of that corridor.
5. Pritam and Varsha are bringing the flowers for the ceremony. **(They/Them/We/Us)** will bring **(they/me /us/them)** in an hour.
6. I hope **(them/us/they/me)** will reach on time for **(it/these/we/they)** starts in two hours.

3. Fill in the blanks with the correct pronouns to refer to the underlined nouns.

1. The teacher left two books here. Where are _____?
 a. these
 b. they
 c. them
 d. it
2. Radha gave me a chocolate. I shall give _____ to you.
 a. it
 b. those
 c. them
 d. they
3. Sundar likes me. _____ gifted me a camera.
 a. I
 b. He
 c. It
 d. We
4. Nitin is my name. _____ am your teacher.
 a. He
 b. They

- c. I
d. We
5. Mr. Samson, how are _____?
- a. He
b. Your
c. You
d. Us
6. Shobha and Sheeba are our names. _____ are sisters.
- a. They
b. We
c. Them
d. You
7. We have five kittens at home. _____ are so lovely.
- a. Them
b. They
c. We
d. I
8. Lavanya and Rudra, please stand up. I want to meet _____ after class.
- a. your
b. us
c. you
d. me
9. I can't find Malini. Where has _____ gone?
- a. she
b. they
c. her
d. I
10. Hello, Thomas! I see _____ have come alone!
- a. you
b. them
c. I
d. we

Fill in the blanks with suitable pronouns.

1. You presented me with a pen. _____ (They/I/You) accepted _____ (these/it/them) from you.
2. They sold me a ticket for the concert. _____ (They/I/You) bought _____ (these/it/them) from _____ (they/us/them).

3. Punita showed Pranav her new mobile. _____(They/He/It) saw _____(them/their/it) yesterday.
4. Open Aditya's cupboard. _____ will find a new bat there.(He/You/They)
5. My father gave me this watch. _____(He/She/I) wear _____(them/it/these) to school everyday.
6. Where have Ravi and Geeta gone? Call _____ here. (they/them/us)
7. Hello, my name is Peter. _____(I/She/Them) want to meet _____.
(they/she/you)
8. The collector gave _____ our prizes. (we/us/they)
9. Saleem, I have a new book. Would _____(them/I/you) like to see _____?
(them/it/these)
10. _____ team has won twelve points, five more than Team B.(Mine/Our/Us)
11. "_____ shouldn't bathe in the sea," the teacher warned the students.(Them/They/We)
12. "Samantha, did you push Shweta?" "No, Teacher, _____(He/She/I) didn't push _____"(me/her/she)

6. Complete the following sentences.

1. Seema : Are you using my pen or is that _____? (his/ mine/ yours/ hers)
2. George : Well, this is _____. (his/ mine/ yours/ hers)
3. Seema : Where is _____ then? (his/ mine/ yours/ hers)
4. George : Mira was writing her report just now. Maybe she was using _____.
(his/ mine/ yours/ hers)
5. Seema : No, that one is _____, (his/ mine/ yours/ hers)
_____ (his/ mine/ yours/ hers) has a blue cap. _____ has a red one. (his/ mine/ yours/ hers)

6. George : Why don't you ask Ali? He is using a red-capped pen.
 7. Seema : I did; but he says that it is _____. (his/ mine/ yours/ hers)
 Where is _____ I wonder? (his/ mine/ yours/ hers)

Q8.Fill in the blanks with an interrogative pronoun.

A. _____ threw the football?

who
 what
 which
 whose

B. _____ would you prefer, coffee or tea?

who
 whom
 which
 whose

C. _____ time do we need to be at the airport?

which
 what
 whose
 whom

D. _____ car is that?

whom
 whose
 what
 who

E. _____ is your sister's name?

who
 whom
 what
 whose

What is an indefinite pronoun?

Indefinite pronouns are those referring to one or more unspecified objects, beings, or places. They are called "indefinite" simply because they do not indicate the exact object, being, or place to which they refer.

Examples of Indefinite Pronouns

In the following examples, the indefinite pronouns are italicized.

Many are called, but *few* are chosen.

Somebody ate my sandwich!

Everyone says she is beautiful inside and out.

No one wants to hear about my health problems.

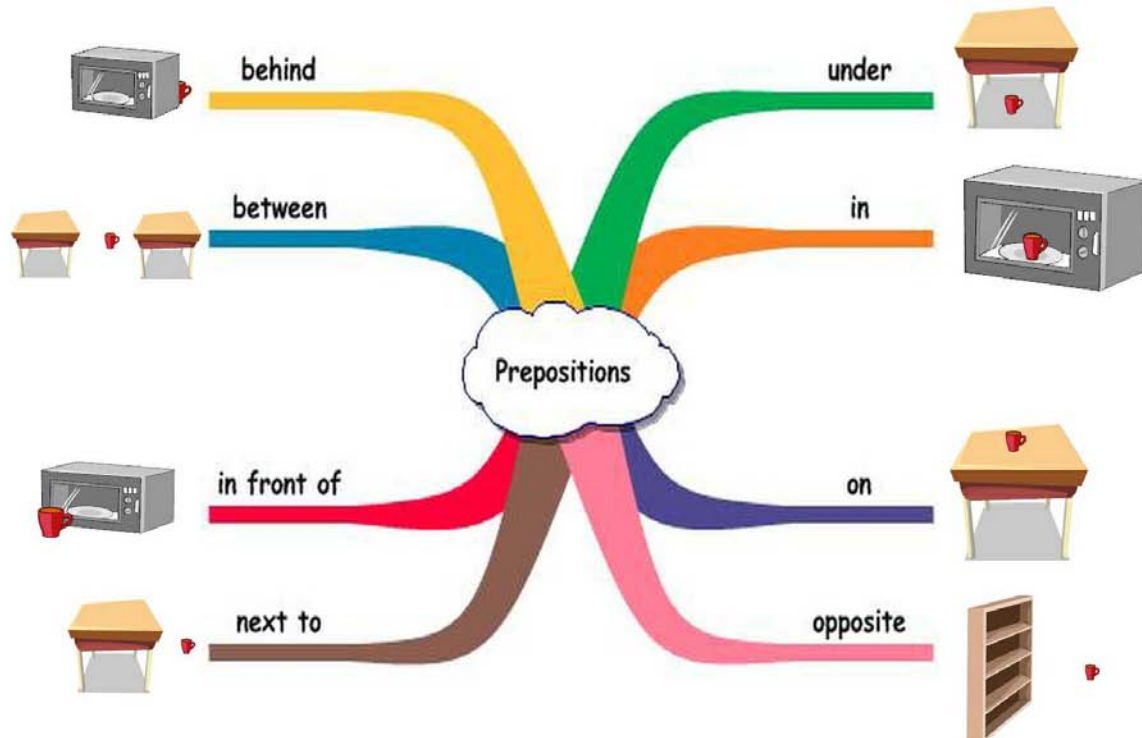
Either choice has *its* advantages.

Learning Outcomes:

- Students will be able to state the definition of a pronoun.
- Students will be able to recognize pronouns and distinguish them from other parts of speech.
- Students will be able to outline the different types of pronouns.
- Students will be able to effectively use pronouns in writing.

Prepositions

A preposition links nouns, pronouns or phrases to other words in a sentence. A preposition usually indicates the time, place or logical relationship of its object to the rest of the sentence.



In each of the pictures above, the preposition shows the location of the noun 'cup'.

Common prepositions of places & direction: On, at, in, by, from, to, towards, up, down, across, between, among, through, in front of, behind, above, over, under, below, etc. are the most common.

IN, AT

IN: indicates something to be present in a place or enclosure.

Examples:

Your shirt is **in** the closet.

He lives **in** Australia.

Alex works **in** that building.

AT: indicates an exact place.

Examples:

He is **at** the door.

I am standing **at** 13/4, George Street.

He is **at** home.

ON, ABOVE, OVER

ON: indicates a position above but touching the object.

Examples:

The phone is **on** the table. (Phone is touching with the table)

He is **on** the third floor.

Sit **on** the sofa.

ABOVE: indicates a much higher position than the preposition 'on' does. It also indicates something out of reach.

Examples:

The sky is **above** my head.

Hold your hands **above** your head.

Stars are **above** the sky.

OVER: means a position between 'on' and 'above', which is not touching.

Examples:

There are clouds **over** the hills.

A bird flew **over** my head.

My flat is **over** that shop.

UNDER, BELOW

UNDER: It is the opposite of 'on' and means 'below the surface of' something.

Examples:

The cat is **under** the table.

The carpet **under** my feet is very soft.

That book is **under** my glasses.

BELOW: indicates something at a slightly lower position than what 'under' indicates.

Examples:

I have a scar just **below** my right eye.

Do you see the line **below** the paper?

Please, don't write **below** this line.

TO, FROM

TO: indicates a motion in the direction of a place.

Examples:

He went **to** college.

We are going **to** Mathura.

We walked from the farm **to** the beach.

FROM: indicates the point of place at which a journey or action starts.

Examples:

He came **from** England.

We walked **from** the beach to the farm.

He drove here **from** Atlanta.

INTO, OUT OF

INTO:

Into indicates a motion towards/going inside something. It has many uses.

Examples:

He came **into** the house.

The police broke **into** the restaurant.

My car crashed **into** a street sign.

OUT OF: is the opposite of 'into'. It indicates a motion towards outside of something.

Examples:

He is going **out of** the town.

Get **out of** my house.

THROUGH, ACROSS, BESIDE, IN FRONT OF, BEHIND, BY

THROUGH: indicates a motion in the middle of something.

Examples:

We drove **through** the tunnel.

They came **through** a forest.

ACROSS: means going to the other side of a river or road or something straight.

Examples:

He went **across** the river.

I walked **across** the road.



BESIDE: means at the side of/ next to something.

Examples:

The car **beside** the cycle is mine.

He is standing **beside** the shop.

IN FRONT OF: means a position facing someone/something.

Examples:

He parked his car **in front of** my house.

There is a pool **in front of** the hotel.

BEHIND: means at the far side of something (might be out of sight). It is opposite of 'in front of'.

Examples:

He parked his car **behind** my car.

I have a pool **behind** my house.

BY: means 'near to or next to' something or someone.

Examples:

He has a house **by** the river.

I was standing **by** the car.

BETWEEN, AMONG

BETWEEN: indicates something/someone to be in the middle of two other things or persons.

Examples:

Alex is sitting **between** Robin and Robert.

The cat is **between** the two boxes.

AMONG: indicates something/someone to be in the middle of three or more other things or persons.

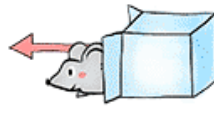
Examples:

Alex is sitting **among** the patients.

He is the best **among** them.



into the box



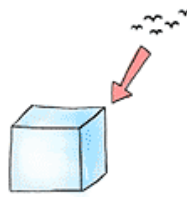
out of the box



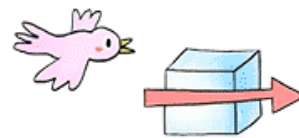
around the box



away from the box



toward the box



past the box



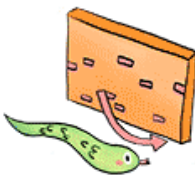
on to the box



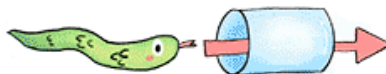
off the box



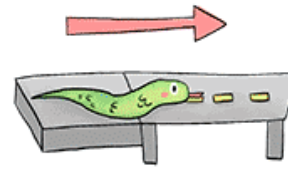
over the box



under the wall



through the pipe



across the bridge



up the stairs



down the stairs

EnglishClub

I. Draw a circle around the correct preposition in brackets in the exercises below:

1. Do you live (at, on) Gandhi Marg (in, on) Delhi?
2. I hung the picture (above, on) the fireplace.
3. She walked (in, into) the kitchen and put her packages (on, over) the table.
4. Is Jane (at, in) home? No, she is (on, at) the library.
5. Mary is sitting (in, on) the sofa (at, in) the living room.
6. Michigan is situated (in, between) Lake Michigan and Lake Huron.
7. While waiting for my train, I took a walk (around, across) the station.
8. A formation of twelve airplanes flew (over, on top of) our house.
9. The artist spends many hours (in, on) his studio (on, at) 50 Charles Street.
10. He arrived (in, at) Switzerland last week.

II. Choose the correct preposition from the brackets and complete the sentences.

1. The dog ran _____ the road. (into / at / across)
2. He was scared when he fell _____ the swimming pool. (through / into / across)
3. The train went _____ the dark tunnel. (across / through / on)
4. We took a ferry _____ the river. (over / on / across)
5. We moved _____ the light. (towards / across / to)
6. Where were you when the robbers came _____ the bank? (at / in / into)
7. She poured some coffee _____ the mug. (to / into / across)
8. They made their escape by jumping _____ the window. (into / through / across)

III. Fill in the blanks choosing the right prepositions.

A huge cherry tree grew (i)_____ the window. It was so close that its boughs tapped (ii)_____ the house and it was so thickset (iii)_____ blossoms that hardly a leaf was to be seen. (iv)_____ both sides (v)_____ the house was a big orchard consisting of apple trees and cherry trees. The grass (vi)_____ them was all sprinkled with dandelions. (vii)_____ the garden were lilac trees purple with flowers, and their dizzily sweet fragrance drifted (viii)_____ the window (ix)_____ the morning wind.

- | | | | |
|-----------------|------------|------------|------------|
| i. a. against | b. outside | c. in | d. with |
| ii. a. against | b. outside | c. in | d. with |
| iii. a. against | b. outside | c. in | d. With |
| iv. a. In | b. On | c. Outside | d. Under |
| v. a. in | b. under | c. of | d. with |
| vi. a. in | b. under | c. of | d. with |
| vii. a. in | b. under | c. of | d. with |
| viii. a. with | b. of | c. up | d. outside |

IV. Fill in the blanks with suitable prepositions.

- The monkey swung _____ the branch of a tree.
 - on
 - at
 - in
- The boy hid _____ his mother and wouldn't come out and meet anyone.
 - between
 - behind
 - In front of
- He parked the car _____ the garage.
 - below
 - among
 - in
- The clock _____ the wall is not showing the right time.
 - to
 - on
 - in
- She will go _____ the market this evening.
 - over
 - at
 - to
- When it started raining, I took shelter _____ a tree.

- a. under
b. above
c. beside
7. The cat sat _____ the table.
a. over
b. under
c. between
8. The actors are practicing _____ the curtain.
a. across
b. through
c. behind
9. The cat jumped _____ the table.
a. through
b. in
c. over
10. The car stopped _____ my house.
a. on
b. above
c. at

V. Draw a circle around the correct preposition in brackets in the exercises below:

1. Do you live (at, on) Bay Street (in, on) Newport?
2. I hung the picture (above, on) the fireplace.
3. She walked (in, into) the kitchen and put her packages (on, over) the table.
4. Is Jane (at, in) home? No, she is (on, at) the library.
5. Mary is sitting (in, on) the sofa (at, in) the living room.
6. Michigan is situated (in, between) Lake Michigan and Lake Huron.
7. While waiting for my train, I took a walk (around, across) the station.
8. A formation of twelve airplanes flew (over, on top of) our house.

9. The artist spends many hours (in, on) his studio (on, at) 50 Charles Street.

10. John found a note pinned (in, on) his door which said: "Meet me (at, in) the corner of Pine and Fifth Streets."

Learning Outcomes:

- Students will be able to state the definition of a preposition.
- Students will be able to recognize prepositions and their objects.
- Students will be able to distinguish prepositions of time and place from each other, and from other prepositions.
- Students will be able to effectively use prepositions in writing.
- Students will be able to communicate with ease and frame grammatically correct sentences.

POSTER MAKING

A poster is meant to convey some important information to a large number of people.

It is a means of advertising or publicising something on a large scale. It has to be attractive and eye-catching, preferably with illustrations.

Format:

There are mainly two types of posters –

- ones which create awareness (for example, the importance of trees, the need to follow safety rules, consumer rights, etc)
- ones which announce an event (for example, a fete, a blood donation camp, literacy week, etc)

For both the types –

- Give the poster an appropriate title.
- Use short and catchy phrases.
- Vary the font style and size.
- Add simple drawings and illustrations.
- Mention the name of the organisation issuing the poster.
- Present the poster within a box.

Points to remember:

- It should be visually very attractive.

- A powerful message should be stated in only a few words.
- The theme or the topic should be clear.
- A message of appeal, awareness, caution, warning should be clear and precise.
- The name of the organisation/individual issuing it should be mentioned.
- Any style or size of the letters can be used.
- An eye-catching title should be given.

Your poster must not exceed the word limit of 50 words.

The poster should be in a box.

Make the content inside the poster to the point and crisp.

Make sure your answer to a poster must fit in one page only. It should not be continued to the next page.

Also, bold or underline the important information inside the poster.

Now, make posters on the following topics in your notebook.

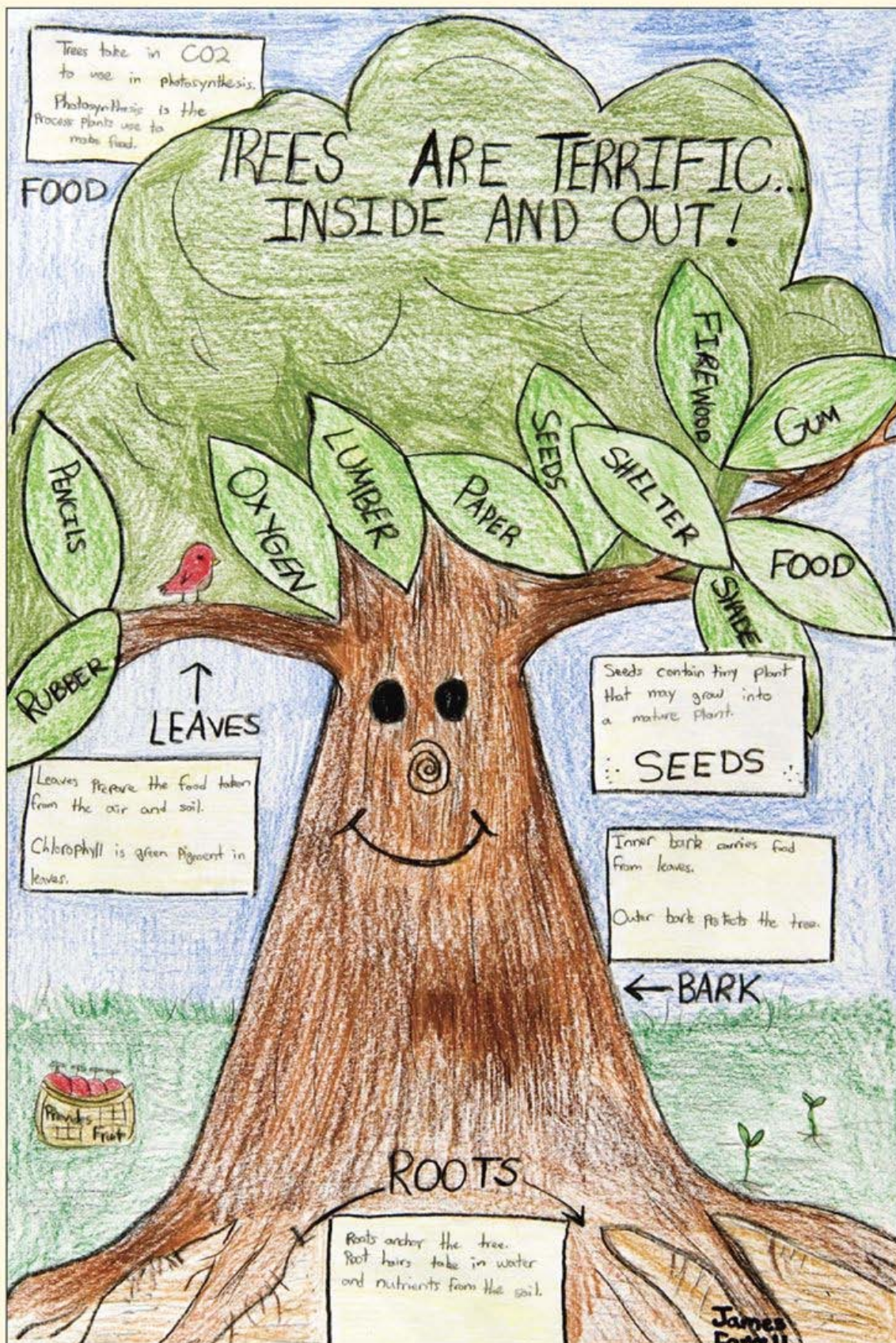
1. The tiger population in our natural reserves is dwindling day by day. Draft a poster with the theme 'Save the Tiger' for the 'Tiger Week' to be observed by an NGO of your town.
2. Draft a poster on 'Water Conservation Day', 7 October, making the people aware of the need to preserve water and to use it judiciously as the water table levels are going down day by day.
3. Draft a poster for measures to prevent cruelty to animals. You are a member of the PFA group.
4. Draft a thought-provoking poster dissuading people from using polybags and emphasizing the importance of using biodegradable products.

Learning Outcomes

- Students will be able to use language as a skill for real life purposes.
- Students' imagination will be developed along with their creativity and aesthetic sensibility.

- Students will be reading with understanding information in their environment outside the schools as in hoardings, advertisements, product labels, visiting marketplace, etc.







THE CIVIL SERVICES SCHOOL



FOR FURTHER PRACTICE
PRONOUNS
EXERCISE-1

Fill in the blanks with suitable pronouns.

1. Mother brought some chocolates. _____ are in the jar.
2. Neha loves _____ mother. _____ cannot live without _____.
3. Vinit is not alone. Jay and Vinay are with _____.
4. The dog is hurt. _____ must be in pain.
5. Tia has a new video game . _____ likes to play with _____ .
6. Sania and Aamir are going to the market with _____ parents.
7. Get the file. The boss wants _____ now.
8. Arun is a good doctor. _____ takes care of _____ patients.

EXERCISE-2

Fill in the blanks with suitable personal pronouns.

1. They are good in studies like _____.
2. Aisha has gone to the market with _____ mother .
3. _____ live with them in that village.
4. _____ should not worry about him.
5. The dog is hurt, so, _____ is limping.
6. The boy and his dog that _____ saw yesterday are lost.
7. _____ is one of the boys who is careless.
9. Let us fight it out. _____ is our problem.

EXERCISE-3

Fill in the blanks with suitable Possessive pronouns.

1. These crayons belong to me. These crayons are _____.
2. These clips belong to her .These clips are _____.
3. This house belongs to him. This house is _____.
4. The horse belongs to them. The horse is _____.
5. You must learn to keep your things neatly. The things are _____.
6. These cows belong to us. These cows are _____.

EXERCISE 4

Underline the reflexive pronoun in each sentence.

Example

- A: He told himself to never be foolish again.

Answer.

himself

1. Make sure to remind yourself of the things you need to do.
2. She thought to herself while she was in the library.
3. I saw myself in the mirror.
4. We blamed ourselves for the mistake.

EXERCISE 5. Complete the sentences by choosing the correct pronoun from the brackets.

1. _____ watch on my wrist says it is noon. (These, This)
2. _____ cat across the street has a striped tail. (That, Those)



3. Whose skates _____ are _____ by the stairs? (this, those)
4. I don't know why I'm wearing my hair _____ way. (this, those)
5. Did you eat _____ cookies on the table? (those, that)

EXERCISE 6. Underline the proper nouns in the following sentences and rewrite them using capital letters.

1. newdelhi is the capital of india.

2. the ganga is sacred to the hindus.

3. mecca is in saudiarabia.

4. we play chess every saturday.

5. arun lives in kolkatta.

Q7. Select the correct pronoun from the word bank.

he it their they she mine both

1. Mark and Sue said they have to go to school on Friday.
2. Bob thought that _____ could stay up until midnight.
3. That is not your car. It's _____.
4. The dog was sick, and _____ wouldn't play fetch with me.
5. Julie was going to the store when _____ fell off of her bike.
6. Jason and Jamie asked _____ parents if they could have some money.

Q9.Directions: Underline the indefinite pronoun (or pronouns) in the following sentences. There are a total of 10 indefinite pronouns across these 9 sentences.

1. Everybody enjoys a good movie.
2. Does anybody have the time?
3. One sang while the other played the guitar.
4. Nobody knows the trouble I've seen.
5. The secret was known by few.
6. No, the secret was known by many.
7. Calculus is too hard for some.
8. Surely you recognize somebody.
9. Is there anything that I can do?

AUGUST**Reading Comprehension****Verbs and Tenses****Informal Letter****Reading Comprehension**

Amelia Earhart was one of the most famous celebrities of her time. She was one of the world's first female pilots and certainly its most famous. She made daring flights and broke many flight records. She was the first woman to fly across the Atlantic Ocean by herself. She broke the record for flying across the Atlantic Ocean in the shortest amount of time. She also flew higher in the sky than any other woman pilot of her time.

She did all of this in the 1920s and 1930s - when women were expected to be in the house and take care of children. Women were rarely in the public spotlight.

Flying Around the World

In 1937, Amelia decided to fly around the world. It was a very risky flight that had never been completed by a female pilot. Amelia, however, was fearless. Her flight left California on June 1, 1937. Amelia and her airplane made stops throughout South America, Africa, Asia, and Australia. She was tired and sick during much of the flight, but carried on. At each stop she was greeted by admirers. On July 2, 1937, Amelia left New Guinea. She had to cross the Pacific Ocean to complete the flight. Amelia was supposed to land on tiny Howland Island for fuel. She couldn't find it and never made it.

What Happened?

U. S ships searched for her for over a week but could not find her. People were devastated. They assumed she had crashed somewhere in the huge ocean. Amelia would never be found. To this day, no one knows for sure what happened to Amelia Earhart.

1. What is NOT true about Amelia Earhart?

- A. Unlike most women of the time, she was in the public spotlight
- B. She flew higher in the sky than other female pilots of the time
- C. She was the first female pilot to fly across the Atlantic Ocean
- D. She completed an around the world flight

2. What was an obstacle that Amelia faced in her around the world flight?

- A. She had so many admirers
- B. She was fearless
- C. She was sick and tired for much of it
- D. She was a female pilot

3. What happened to Amelia Earhart?

- A. She crashed in the Pacific Ocean
- B. She was found by U.S. ships
- C. She flew around the world
- D. No one knows

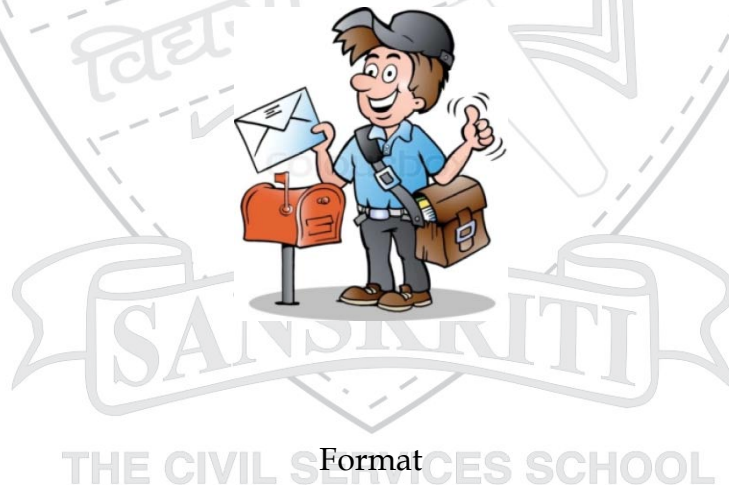
4. What can be inferred from the following sentence?

In 1937, Amelia decided to fly around the world. It was a very risky flight that had never been completed by a female pilot.

- A. Flying around the world was very risky
- B. The flight around the world had been completed by a male pilot or male pilots.
- C. Amelia made a bad decision in trying to fly around the world
- D. A flight around the world would never be made by a female pilot

WRITING INFORMAL LETTER WRITING

An informal letter is a letter you would write to a friend, a family member or an acquaintance. An informal letter is a letter written to someone, we know fairly well. It can be written to convey a message, news, give advice, congratulate the recipient, request information, ask questions etc.



Format

Sender's Address

Date (15th October, 2018)

Salutation (Dear Father / Dear Leena)

Main body of the letter

Courteous closing / Subscription (Your loving son/ Yours affectionately)
Name of the Writer

NOTE: Remember to leave a line after every part of the format.

Example:

Q1. Write a letter to your uncle wishing him on his 70th birthday.

House No. 2
GK Apartments
KC Marg
New Delhi-110065

16th September, 2018

Dear Uncle

I hope my letter finds you in the best of health and spirits.

It is your birthday on Saturday and so I thought I must send you a birthday letter. Many happy returns of the day. I hope the day itself will be peaceful and happy for you. You have always been a kind and generous uncle to me and I take this opportunity of thanking you from the bottom of my heart, for all you have done for me. I am sending you a book which I think you will like. You were always a great reader, and I am glad that your eyesight remains as good as ever.

Everyone at home is fine and really wish to meet you soon. Take good care of yourself.

Your loving nephew

Amit

Questions: (Word limit: 120-150 words)

- a) Write a letter to your friend who stays abroad, inviting him/her to celebrate the festival of Diwali with you.
- b) Write a letter to your younger brother advising him to work hard for his exams.
- c) You have been delayed one night by a railway accident near a small country out station. Write a letter home relating your experience.
- d) You have spent about six weeks in your new school. Write a letter to your father telling him about your experiences so far.
- e) Write a letter to your friend giving an account of a brave deed, real or imaginary, noticed by you in your street.

Learning Outcomes:

- Students will be able to develop the ability to express their thoughts effortlessly, confidently and in an organised manner.
- Students will be able to write a coherent piece undergoing various stages and processes of writing.
- Students will be able to use language as a skill for real life purposes. They will attain a level of proficiency in English language.
- Students will be able to assess their peers' work based on developed rubrics.



GRAMMAR**TENSES- Part I**

- The Tense of a verb tells whether the action 'is' (Present Tense) 'was' (Simple Past) or 'will be' (Simple Future) carried on.
- Present Tense: It refers to actions that are happening now, at this(Present moment.) Simple Present Tense (Indefinite) has the same form as the root form of the verb. 's' or 'es' is added to the third person singular, i.e., he/she/it.
 - He plays with his toys.(Affirmative)
 - He does not like to study. (Negative)
- The Simple Present Tense is used to:
 - A)Express a habitual action: ex. a)Jai goes to school daily.
 - a) We take ginger tea in the morning.
 - B) Express general truths: ex. a) Ocean water is salty.
 - b) It is very cold in winters.
 - C) In Exclamatory sentences, beginning with here and there to express an action that is actually taking place in the present.
 - Ex. a) Here comes the hero!
 - b)There they go!
 - D) To express a fact which is true at present. Ex.a) Neha looks pretty in her new dress.
 - b) All the boys play cricket.
 - E) In 'Time Clauses' and 'Conditional Clauses' in place of future tense. Ex. a) If you reach first, you will win.
 - F) In running commentaries on sporting events. Ex. a) Kapil passes the ball to Azhar, who kicks it past the goalkeeper.
 - F) To express quotations with the verb 'say.'Ex. a) The notice says,"No Smoking."

Tenses Part II

- Present Continuous Tense is formed with: is/am/are+(I form of the verb + 'ing')
- Ex. She is playing with a ball.

Tenses Part III

- Present Perfect Tense is used to express an action that has been completed in the immediate past,by using has/have and a participle (III form of the verb) Ex. She has cleaned the room thoroughly.

Present Perfect Tense is used to express

- Past action when the time is not given and not definite.
- An immediately done action.
- Past actions or events, the results of which still persist.

Tenses Part V

Simple Past Tense:

- A verb that refers to past time is said to be in the Past Tense (by adding 'ed' to the Perfect Form.)

Ex. She wrote with a pen.

Tenses Part VI

Past Continuous Tense: is formed by was/were+ (I form of the verb +ing)

Ex: She was not playing when I reached home.

Uses:

- To express an often repeated past action. Ex. He was always coming late in the office.
- It is used in description such as: Ex. It was raining heavily and children were playing in the rain.
- It is used for unfulfilled plans with verbs like hope, plan etc.

Ex. She was hoping for her brother's arrival.

Tenses Part VII

Past Perfect Tense is formed with had +past participle.

Ex. She had done her homework before stepping outside.

This Tense is used to express:

- An action completed before a certain period in the past. Ex. At 12:30 p.m. she had come from her office.
- An action in the past, completed before another action in the past. Ex. He had booked a new dress before he left the shop.\
- Unfulfilled desires of the past. Ex. I wish I had accompanied my friends to America.

Simple Future Tense: is used to express a planned future action. It is used to express an event that is yet to take place with or without a time expression, as ,will/shall +I form of the verb. Ex. I shall do it.

We will cross the jungle without fear.

1. Some teachers _____ much homework.

give

gives

are give

is give

2. Taylor and Adam _____ good friends.

be

is

are

does

3. He is good at football but he _____ want to play now.

isn't

wasn't

doesn't

Don't

4. One of my friend _____ reads newspaper.

doesn't

does

never

isn't

3. My mother-in-law is _____ at our house this week.

stay

staying

be staying

4. I _____ my dinner right now.

eat

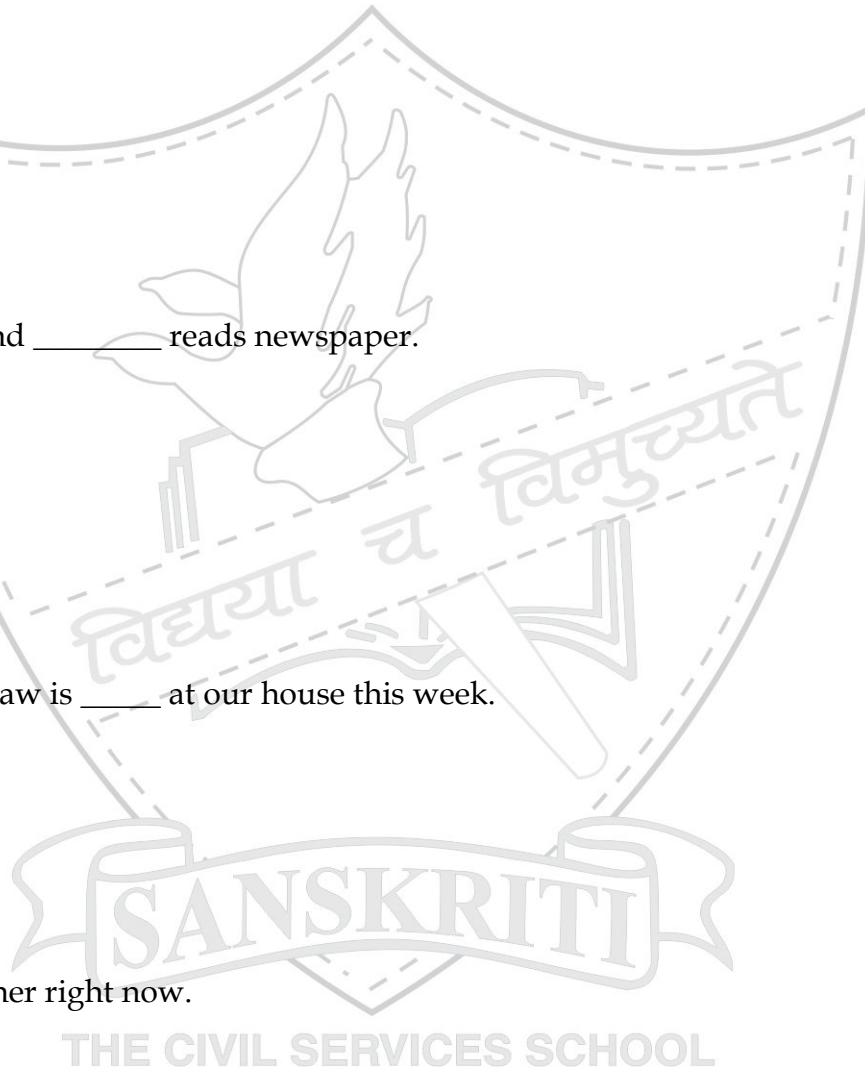
eating

am eating

5. My sister _____ Spanish.

learn

is learning



learning

6. I _____ at the hair salon until September.

work

be working

am working

7. We _____ at a fancy restaurant tonight. Jason decided this yesterday.

eat

are eating

eats

8. We _____ never eaten Mexican food.

have

has

are

9. Andrea has _____ her umbrella.

forget

forgetting

forgotten

10. The children _____ the lost puppy.

have find

is finding

have found

11. It was snowing last night. It _____ so cold!

touched

felt

happened

12. Lucy _____ her mother's watch, so she bought a new one.

- broke
- crashed
- forgot

13. We _____ at the library for three hours yesterday.

- learnt
- studied
- reviewed

14. My brother and sister _____ playing tennis at 11am yesterday.

- are
- was
- were

15. At 8.30am today I _____ driving to work.

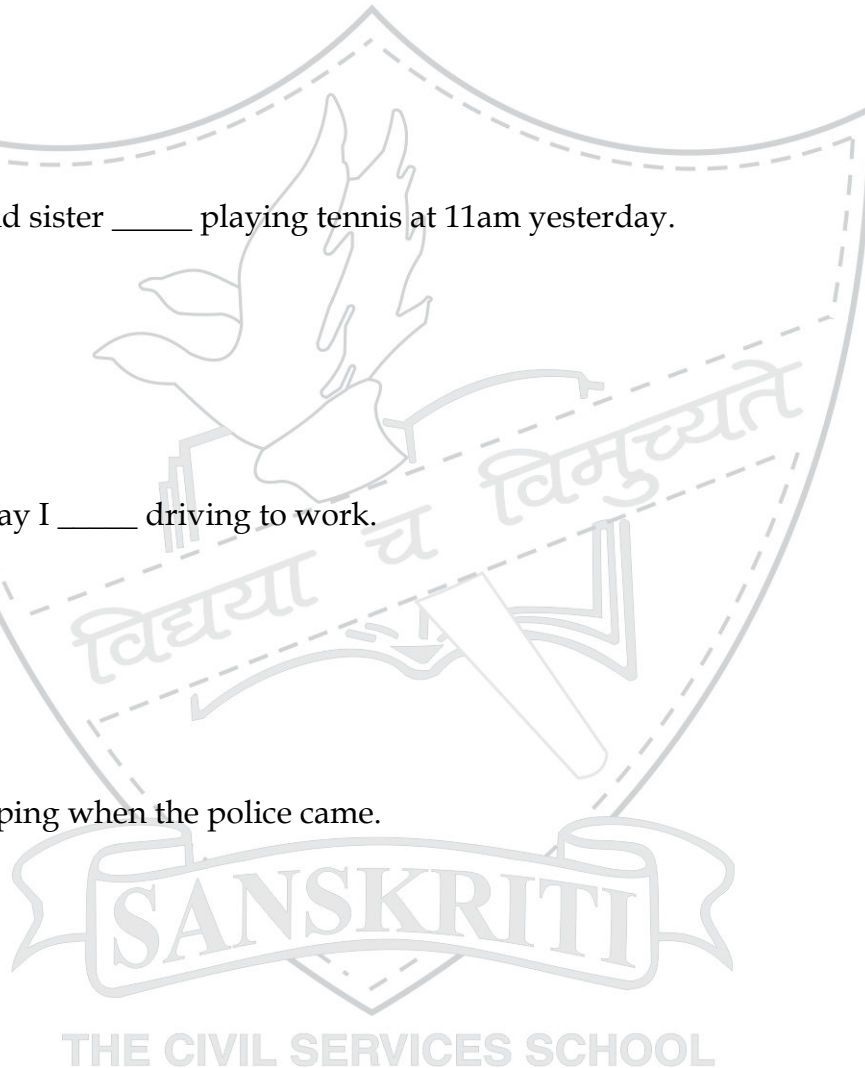
- was
- am
- were

16. We _____ sleeping when the police came.

- was
- weren't
- won't

17. He _____ (be) an amazing musician before he died.

- was been
- had been
- was
- has been



FOR FURTHER PRACTICE

INTEGRATED GRAMMAR

Q1. Rearrange the words below in the right order to make meaningful sentences.

1. on the walk don't right side

2. in your pocket money keep

3. slowly tortoise very moves the

4. in rain peacock the dances the

5. rainbow the colours has seven

QA. Identify the errors and correct them.

Ones there was a King who

Thought only to himself.

He only talked about her own charms

and conquests in a court all day.

He wants people to believe his tales

and talk about his great to everyone.

QB. I had to went out despite the

Heavy rain outside to got some medicine.

Although the symptoms was not as

Pronounced as they were at the morning,

the doctor had instructs me to

be regular with mine dosage.

TENSES

Q1. Complete the sentences with the Present Simple of the verbs in brackets.

1. Peter and his friends _____ to school by bus. (go)
2. Elephants _____ leaves and grass. (eat)
3. David's father _____ in a hospital. (work)
4. The bank opens at 9.30 and _____ at 4.30. (close)
5. Tom and Jim _____ football every day after school. (play)
6. Mr Jones is a teacher. He _____ History. (teach)
7. Our lessons _____ at 9.00 and _____ at 3.30. (start / finish)
8. My pen friend _____ in Japan. (live)
9. Mary and her brother _____ cartoons every Sunday morning. (watch)
10. John _____ his room every day. (tidy)

Q2. Complete the sentences with the Present Continuous form of the verb in brackets.

- My sister (watch) TV right now.
 Dad (not wash) his car today.
 The boys (not play) tennis today
 They (drive) to work right now.
 I (write) in my notebook at the
 Jason (study) music this year. moment.
 The children (not swim) at the
 The women (sit) in the park now. moment.

Q3. Fill in the blanks with present perfect form of the verbs:

- 1) She _____ (to be) happy all day.
- 2) It _____ always _____ (to snow) here in December.
- 3) Dan _____ (to be) sick for three days.
- 4) Li and Susan _____ (to try) four times already and will not give up.
- 5) The old car _____ (to be) a piece of junk since I bought it.
- 6) We _____ not _____ (to take) this test before.
- 7) My uncle _____ (to be) to China.

Q4. Fill in the following blanks with the Simple Past Tense of the verbs given in brackets:

1. I your letter this morning. (receive)
2. How many deer you in the zoo? (see)
3. My father a new house last month. (busy)
4. Prices by forty percent last year. (rise)
5. Columbus America. (discover)
6. Thousands of people their lives in the earthquake. (lose)
7. Gangu ten rupees from me. (borrow)
8. When you from Allahabad? (return)
9. I to her house on foot. (go)
10. A thief into our garage last night. (break)

Q5. Complete the sentences with the past continuous form.

1. I _____ (run) when you saw me because I was late.
2. They _____ (wait) for a bus when the car crashed.
3. Gabi and Laura _____ (dance) at 8pm.
4. Tomek _____ (not / eat) a sandwich when Ben fell into the river.
5. What _____ Carol and Jack _____ (do) when Pedro phoned?
6. _____ Sally _____ (take) a photo when I phoned?
7. Pedro and Tomek _____ (not / laugh) when Ben fell in the river.

Q6. Fill in the blanks with past perfect tense.

1. If she for the examination she would not have failed. (prepare)
2. The bell before I reached the school. (go)
3. The patient before the doctor arrived. (die)
4. She not the place before her husband permitted her. (leave)
5. the child before his mother returned from office? (sleep)
6. The rain when we stepped out of our house. (stop)
7. If you her, she would have got first division. (help)
8. The cinema show when I reached the hall. (start)
9. If she a bus, she would have caught the train. (board)

Q8. Fill in the chart.

	Past progressive	Present progressive
WALK	was walking	is walking
TALK		
FINISH		
THINK		
CIRCLE		
EAT		
HUNT		

SEPTEMBER-OCTOBER

Reading Comprehension

Punctuation

Reading Comprehension

Old Hickory

Long before Andrew Jackson became America's 7th president, he earned the nickname "Old Hickory" that would follow him for the rest of his life. He was nicknamed by his soldiers, who compared his toughness to the trunk of an old hickory tree.

Although "Old Hickory" was feared for his terrible temper, he was also an important military officer with great leadership skills. He was tough, brave, and determined and won several battles against England in the War of 1812. "Old Hickory" was also kind to his soldiers and is said to have paid for their food out of his own pocket and tended to them when they were sick.

Today, Andrew Jackson, also known as "Old Hickory" is honored on the United States twenty-dollar bill.

1.) According to the story, Andrew Jackson was both tough and _____.

- A. mean
- B. caring
- C. hurtful
- D. small

2.) Jackson's soldiers compared his toughness to a _____.

- A. war
- B. skill
- C. hickory tree
- D. president

3.) What is NOT true about Andrew Jackson?

- A. He became president
- B. He is on a dollar bill

- C. He paid for his soldier's food
- D. People stopped calling him Old Hickory when he became president
- 4.) What question is NOT answered in the story above?
- A. How did Andrew Jackson get his nickname?
- B. What war did Andrew Jackson fight in?
- C. How is Andrew Jackson honored today?
- D. When did he become president?

Punctuation

When we speak, we do not go on speaking continuously and in the same tone. We pause while speaking. Sometimes, we raise our voice while at other times, we lower it. We lend a particular quality of voice to the same words to convey a particular meaning. Marks of punctuation perform the same function as pauses and stresses perform in speech.

Example:



He has gone away.

He has gone away?

He has gone away!

The above sentences have the same words but are spoken differently depending upon the punctuation symbols.

The commonly used marks of punctuation are:

Full Stop (.)

Comma (,)

Mark of interrogation (?)

Mark of exclamation (!)

Apostrophe (')

Quotation marks or inverted commas ("")

Choose the sentence below with the correct punctuation.

- a. Ted and Janice, who had been friends for years, went on vacation together every summer.

- b. Ted and Janice, who had been friends for years, went on vacation together, every summer.
- c. Ted, and Janice who had been friends for years, went on vacation together every summer.
- d. Ted and Janice who had been friends for years went on vacation together every summer.
- B. To _____, Anne was on time for her math class.
- a. everybody's surprise
- b. every body's surprise
- c. everybodys surprise
- d. everybodys' surprise
- C. Choose the correct statement:
- a) I met a beautiful , European woman.
- b) I met a beautiful European woman.
- c) I met a beautiful European, woman.
- d) I met a beautiful , European, woman.
- D. All of the people at the school, including the teachers and _____ were glad when summer break came.
- a. students:
- b. students,
- c. students;
- d. Students
- E. Billboards are considered an important part of advertising for big business, _____ by their critics.
- a. but, an eyesore;
- b. but, " an eyesore,"
- c. but an eyesore
- d. but-an eyesore
- F.
- a. "I'll be right back" said the doctor "as soon as I eat lunch."
- b. "I'll be right back," said the doctor, "as soon as I eat lunch."
- G.
- a. Did Jill say, "Wait at the corner?"
- b. Did Jill say, "Wait at the corner"?

An introductory word at the start of a sentence is followed by a comma.
 meanwhile, afterward, later,
 first, finally, generally, still,
 however, yet, next, furthermore,
 basically, yes, no, well, actually,
 eventually, now.

Comma

When addressing someone: • at the beginning of the sentence, the name is followed by a comma. • at the end of a sentence, a comma goes in front of the name. • in the middle of a sentence, two commas surround the name.

Question tags (is it?, isn't it?) are separated from the sentence with a comma. A positive statement gets a negative question tag. A negative statement gets a positive question tag.

Circle the correct word.

1. (Its / It's) time to go to bed now.
2. I love your house. (Its / It's) very beautiful.
3. The dog lost (its / it's) toy at the park.
4. The pizza? (Its / It's) on its way now.
5. She thinks (its / it's) her dad's birthday, but (its / it's) tomorrow.

Q9.Circle the sentence that correctly uses commas and quotation marks.

1. "You need to do your homework after you clean your room," said dad.
"You need to do your homework after you clean your room" said dad.
"You need to do your homework after you clean your room, said dad."

2. My favorite singer announced. "I'm having a concert on May 1."
My favorite singer announced, "I'm having a concert on May 1."
"My favorite singer announced I'm having a concert on May 1."

3. Simon exclaimed "I can't believe I won the contest!"
Simon exclaimed, "I can't believe I won the contest!"
"Simon exclaimed I can't believe I won the contest!"

4. "If you work hard," my grandfather said, "you will do well in school."
"If you work hard" my grandfather said, "you will do well in school."
"If you work hard," my grandfather said "you will do well in school."

5. Our principal said, "We will be inside for recess because it is so cold."
Our principal said "We will be inside for recess because it is so cold."
"Our principal said," "We will be inside for recess because it is so cold."

Learning Outcomes:

- Students will be able to differentiate between common punctuation marks.
- Students will be able to identify when each punctuation mark is needed.
- Students will be able to demonstrate an understanding of punctuation through correct usage.
- Students will be able to add meaning, style, and voice to their own writing through deliberately placed and chosen punctuation marks.

FOR FURTHER PRACTICE

PUNCTUATION

Q1. Rewrite each title using capitalization where needed.

1. the man and a boat The Man and a Boat
2. a tale of three holidays _____
3. everybody wants to be king _____
4. we found a rock _____
5. the story of the leader of the band _____

Q2. Answer each question using yes or no as indicated. Restate the question in the answer.

1. Would you like to study with me? (no)
No, I would not like to study with you.
2. Will you go to the park on Saturday? (yes)

3. Can you answer the question? (no)

Q3. PUNCTUATE THE FOLLOWING SENTENCES:

1. Yes, I do believe we will win.
2. No I will not be able to make it.
3. Finally we made it to the hotel!
4. Meanwhile she hasn't been to school in three weeks.
5. Furthermore he never passed any of his tests.
6. Afterward we decided to get dessert.

Q4. Add commas to the sentences as needed.

1. Mr. Smith, your son is not doing well in math class.
2. Ms. Potter your little boy is adorable!
3. Your dogs keep coming into my yard Mr. Stephens.
4. Mister Howard can you please stop by the office today?
5. We are going to need to talk to you about your tax information Mrs. Jones.

Q5. Underline the question tags and add commas where needed.

1. This is your dog, isn't it?
2. Our game is canceled isn't it?
3. That is her house isn't it?
4. I have the wrong address don't I?
5. We are eating something delicious aren't we?

Q6. Add commas where needed.

1. I can't decide if I want to go to the party, the game or the dance.
2. The mouse the rat and the gerbil all looked very similar to me.

3. My mom made me clean my room do the dishes and walk the dog.
4. I asked Jeff Ryan and Brad to come over after school.
5. Don't forget to call your dad do your homework and fold your clothes.

Q7. Add commas where needed.

1. John, you should visit your grandmother this weekend.
2. He said "I'm not going to lose my game today."
3. I wanted to buy some balloons a cake and some ice cream for the party.
4. Yes I love to go to the beach with my family.
5. Mrs. Smith did you say you ate pizza for dinner yesterday?

Q8. Rewrite the sentences inserting commas where needed.

1. "You have all done an outstanding job on your tests" the teacher said.

2. "Complete your homework" my mom exclaimed "then you can tidy your bedroom."

3. "If you want to master an instrument, you have to practice" said Mr. Smith.

Add quotation marks and commas to the sentences as needed

1. Where is my dog? asked Brandon.

2. Mrs. Jolly said We are having a party on Saturday. Hope you can make it!

3. First explained my grandpa we will need to clean up the garage.

4. If you go to the store, please buy me some oranges and apples said Natalie.

5. Oh no! My pen spilled ink all over my shirt! cried David.

THE CIVIL SERVICES SCHOOL

NOVEMBER

Reading Comprehension
Paragraph Writing
Conjunctions
Integrated Grammar

Reading Comprehension

Read the given passage carefully and answer the questions that follow:

Long ago, a turtle lived in a pond with two swans. The turtle loved to talk. After a long drought, the pond dried up. The two swans realised they would have to find another pond.

"Don't leave me!" begged the turtle.

"But you can't fly," said the swans. "How can you come with us?" The turtle pleaded and pleaded. The swans at last came up with an idea.

When they flew high, the turtle wanted to say, "Look at the beautiful view!", but he remembered the swans' warning not to say a word.

They passed over a small town. People looked up and shouted, "Look at that silly turtle!"

The turtle wanted to cry out, "Mind your own business," but he again remembered the warning. As they flew on, more villagers spotted them. People began pointing and crying, "Crazy swans! Crazy turtle!"

The turtle couldn't stand it any longer. He yelled out, "Go away, foolish people!" But he let go of the stick in his mouth and fell to the ground, landing on his back and cracking his shell into a thousand pieces.

1. How many creatures lived in the pond?
a. one b. three c. two d. four
2. When did the pond dry up?
a. long after the drought b. during the drought
c. after the long drought d. in the middle of the drought
3. Who decided to find another pond?
a. the turtle b. one of the swans c. the fish d. both swans
4. What did the turtle say?
a. "I can't fly!" b. "Come with me!"
c. "Don't leave me!" d. "Please help me!"

5. When did the events in the story happen?
- not so long ago
 - a long time ago
 - during the drought
 - one hundred years ago
6. What did the turtle want to say when he looked down at the view?
- The turtle wanted to say, "Look at the beautiful view!"
 - The turtle wanted to say, "Look at that silly turtle."
 - The turtle wanted to say, "Mind your own business."
 - The turtle wanted to say, "Go away, foolish people!"
7. Where were they flying when the people shouted, "Look at that silly turtle"?
- They were flying over a big town.
 - They were flying under a big town.
 - They were flying over a small town.
 - They were flying under a small town.
8. When did the turtle open his mouth?
- The turtle opened his mouth as soon as they started flying.
 - The turtle opened his mouth when people said, "Look at the beautiful view."
 - The turtle opened his mouth when people said, "Look at that silly turtle!"
 - The turtle opened his mouth when people said, "Crazy swans! Crazy turtle!"
9. What happened when the turtle opened his mouth?
- He fell to the ground.
 - He fell onto a rock.
 - He fell into the sea.
 - He was saved by the swans.
10. Choose the most appropriate title for the given passage.
- The Talented Turtle
 - The Helpful Swans
 - The Friends
 - The Talkative Turtle

Learning Outcomes:

- Students will be able to read with comprehension the given text employing strategies like skimming, predicting, reviewing, inferring, and summarising.
- Students will be able to draw connections between different ideas using background knowledge from the reading of the text.
- Students will be able to identify the importance of language as a major binding force.

- Students will be able to write short answers and paragraphs using appropriate vocabulary and grammar on a given theme.

Paragraph Writing

What is a Paragraph?

A collection of sentences developing into a short piece of writing related to one main topic is called a paragraph. A paragraph is made up of three parts:

i) *Topic Sentence*

The topic sentence states what the paragraph is about. The statement should be clear and interesting. The topic sentence is usually the first sentence, but it may appear later in the paragraph.

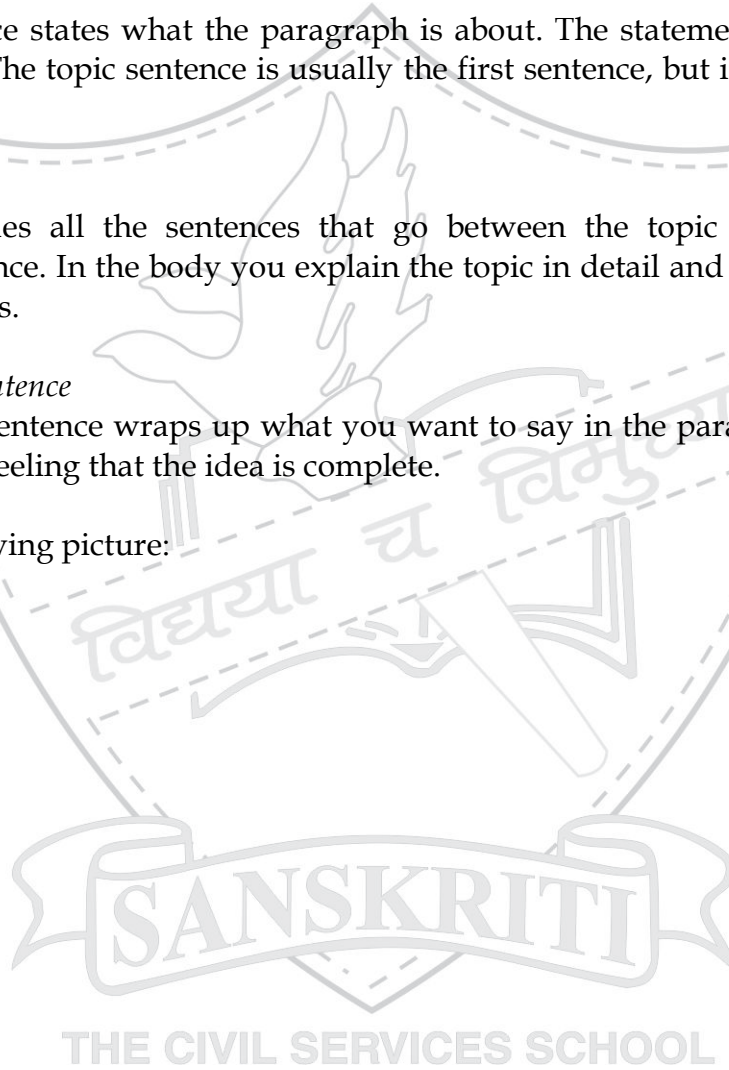
ii) *Body*

The body includes all the sentences that go between the topic sentence and the concluding sentence. In the body you explain the topic in detail and back up what you say with examples.

iii) *Concluding Sentence*

The concluding sentence wraps up what you want to say in the paragraph. It should leave the reader feeling that the idea is complete.

Look at the following picture:



Name Example

Title Owls

Topic Sentence

I have learned many facts about
owls.

Juicy Detail #1

First, most owls are nocturnal which means they
hunt at night.

Juicy Detail #2

Next, owls cannot move their eyes in the socket so
they must turn their entire head.

Juicy Detail #3

Finally, the smallest owl is the Elf Owl which is 6
inches long and has a wingspan of 15 inches.

Conclusion

Owls are very interesting birds.

©JenniferBates20H

As you can see in the above image, a paragraph has a beginning, an ending, and a few details in between.

Q. Identify the topic sentence and the concluding sentence in the following paragraph:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent healthcare system. All Canadians have access to medical services at reasonable costs. Secondly, Canada has a high standard of education. Students are taught by excellent teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and well-managed. Canadian cities have

many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Topic sentence:

Conclusion sentence:

Now observe how the additional details are given. Discuss them with your teacher.

Here's another example:

In a paragraph describe an incident in which you showed kindness towards animals.

Or

An incident which made you feel that animals have feelings.

I tied my shoelaces and said, "I am ready!" in a peppy tone to my grandfather. We were getting ready to go on one of our usual evening walks. The weather was perfect and we chatted about grandfather's childhood as we took a stroll in the huge park near our house. Suddenly we heard a thud behind us. We looked back and saw a beautiful, white dove lying on the hard pavement. We picked it up and rushed back home. There we provided it with food and water. We also discovered that it had hurt its wing. We kept it in a basket on a soft velvet cushion. I immediately named her Snow White. We applied some medicine on its wing. The next day we saw that its condition had improved! Very soon she started to fly short distances inside the room. In a few days time she recovered completely and so I opened the window and she flew out happily. I looked at her soaring high up in the sky and I thought I would never see her again. But the very next day, when I opened the window, Snow White flew and sat on the window sill and chirped, as if to say, "Thank You".

Exercise

Q. Write a paragraph on any one of the following topics in about 80-100 words:

- a) My favourite game character from a book
- b) If I could be someone else for a day, I would be...
- c) One thing I want to do by the time I leave grade VI is...
- d) Describe a childhood memory that is still fresh in your mind.
- e) Things that you miss the most about Junior School

Learning Outcomes:

- Students will be able to write paragraphs based on textual clues and inputs.
- Students will be able to write paragraphs by planning, editing, rewriting, and finalising.
- Students will be able to assess their peers' work based on developed rubrics.
- Students will be able to use grammatical items appropriate to the context in writing.

Conjunctions

A **conjunction** is a word which is used to join words or sentences together. It's like glue that helps words, phrases and sentences to stick together.

Some of the most commonly used conjunctions are: *and, but, or, else, so, therefore, though, however, otherwise, yet, because, since, that, etc.*

Examples:

1. My brother **and** I played Cricket in the evening.
2. He was liked **because** he was courteous.

In sentence 1, **my brother** and **I** are joined by the conjunction **and**.

In sentence 2, **because** gives a reason why he was liked.

Conjunctions are used to write longer sentences and make reading easier.

Either it may rain **or** the winds will blow.

He is **neither** a good speaker **nor** a good writer.

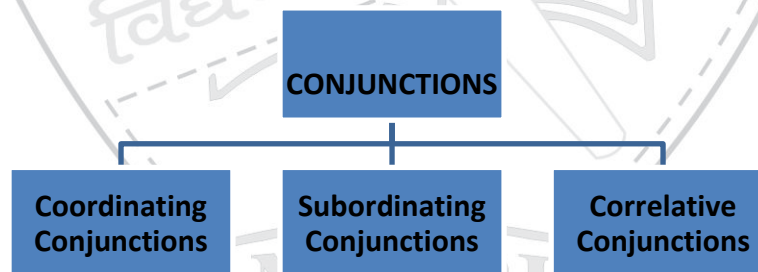
Trees **not only** give fruits **but also** provide shade in summer.

Though he worked hard **yet** he failed.

No sooner did he see the policemen **than** he ran away.

KINDS OF CONJUNCTIONS

Conjunctions are of three kinds:



1. **Coordinating conjunction** is used to join words/statements that are equal in importance.

The words *for, and, nor, but, or, yet* and *so* (**FANBOYS**) are coordinating conjunctions.

Examples: a. John can read **and** write English.

b. I don't like to play chess **or** monopoly.



COORDINATING CONJUNCTIONS

CONJUNCTION	MEANING	EXAMPLE
• FOR	• because or since	• I have to find a new job, for I am unemployed.
• AND	• in addition to	• I'm a husband and father.
• NOR	• and not	• Neither my parents nor my friends supported me.
• BUT	• however	• I have got a home, but I haven't got a car.
• OR	• either	• Which color do you like red or blue?
• YET	• but	• Tom plays basketball well, yet his favorite sport is football.
• SO	• therefore	• She was sick, so she couldn't attend the meeting.

2. **Subordinating conjunction** helps to join two statements, one of which is dependent on the other and adds meaning to it.

The words *after, although, because, before, if, since, than, that, though, till, until, when, where, and whether* are subordinating conjunctions.

- Examples: a. **After** the rains, the farmer sows his seeds.
 b. She has been smiling **since** she got that appointment letter.

- | | |
|--|--|
| ✓ I'm staying in because it's snowing. | ✓ I guess I'll never be the same since I fell for you. |
| ✓ As long as you need my notebook , you can keep it. | ✓ If you find out, please let me know. |
| ✓ After they pass the town, they must turn to the left. | ✓ Once you see her, you will recognize her. |
| ✓ I couldn't stay, for the area was violent. | ✓ So that he could keep his job, he didn't complain at all. |
| ✓ Michael is a very beautiful girl and she is very intelligent. | ✓ They will not pass the math exam unless they work harder. |
| ✓ I met them when we were in Paris. | ✓ Did she say anything before she left? |







3. **Correlative conjunction** appears as pairs. They link two sentences that are equal in importance.

The words *neither-nor, either-or, not only - but also, such-as, so-that, so-as, whether-or* are correlative conjunctions.

- Examples: a. Gagan Narang is **so** sharp **that** no one can beat him in shooting.
 b. She was **neither** sad **nor** happy to hear the news.

The Correlative Conjunctions

The correlative conjunctions join similar words. They are always used in pairs.

BOTH...AND	She played both hockey and basketball when she was a student.	
EITHER...OR	I will eat either carrots or peas for dinner.	
NEITHER...NOR	Natalie, likes neither milk nor cream cake.	
WHETHER...OR	Do you care whether we have noodles or rice for dinner?	
NOT ONLY...BUT ALSO	Not only will they paint the outside of the house but also the inside.	
SCARCELY...WHEN	Scarcely had she finished reading when she fell asleep.	
NO SOONER...THAN	No sooner did he enter the room than he saw a snake.	

1. Join the following pairs of sentences using appropriate conjunctions. Choose from the options below.
- a) Read your lessons carefully. You will not pass.
- Read your lessons carefully, or you will not pass.
 - Read your lessons carefully, and you will not pass.
 - Read your lessons carefully because you will not pass.

- b) Tom was down with the flu. He could not attend the class.
i. Tom was down with the flu because he could not attend the class.
ii. Tom was down with the flu, yet he could not attend the class.
iii. Tom was down with the flu, so he could not attend the class.
- c) Run fast. You will miss the school bus.
i. Run fast, and you will miss the bus.
ii. Run fast, or you will miss the bus.
iii. Run fast, but you will miss the bus.
- d) I didn't go to school today. I missed the school bus.
i. I didn't go to school today before I missed the school bus.
ii. I didn't go to school today as I missed the school bus.
iii. I didn't go to school today, so I missed the school bus.
- e) Indian players played well. They lost the match.
i. Indian players played well, yet they lost the match.
ii. Indian players played well, so they lost the match.
iii. Indian players played well if they lost the match.
- f) Get up early in the morning. You will remember your lessons.
i. Get up early in the morning, but you will remember your lessons.
ii. Get up early in the morning, and you will remember your lessons.
iii. Get up early in the morning, nor you will remember your lessons.
- g) Take your umbrella. It may rain.
i. Take your umbrella although it may rain.
ii. Take your umbrella, so it may rain.
iii. Take your umbrella since it may rain.
- h) He reached the station. The train had left the station.
i. He reached the station after the train had left the station.
ii. He reached the station unless the train had left the station.
iii. He reached the station because the train had left the station.
- i) She had a bad throat. She sang well.
i. Since she had a bad throat, she sang well.
ii. Though she had a bad throat, she sang well.
iii. Unless she had a bad throat, she sang well.

2. Complete each sentence using the correct correlative conjunction pair from the brackets:

- a) I plan to take my vacation _____ in June _____ in July.
i. whether-or

- ii. either-or
iii. as-if
- b) _____ I'm feeling happy _____ sad, I try to stay positive.
i. either-or
ii. whether-or
iii. when-I'm
- c) _____ had I taken my shoes off _____ I found out we had to leave again.
i. no sooner-than
ii. rather-than
iii. whether-or
- d) _____ I have salad for dinner, _____ I can have ice cream for dessert.
i. if-then
ii. when-than
iii. whether-or
- e) _____ flowers _____ trees grow during warm weather.
i. not only-or
ii. both-and
iii. not-but
- f) _____ do we enjoy summer vacation, _____ we _____ enjoy winter break.
i. whether-or
ii. not only-but also
iii. either-or
- g) Calculus is _____ easy _____ difficult.
i. not-but
ii. both-and
iii. either-or
- h) It's _____ going to rain _____ snow tonight.
i. as-if
ii. either-or
iii. as-as

3. Choose the correct sentence.

1.

- a. Wait here unless I come.
- b. Wait here until I come.
- c. Wait here, so I come.

2.

- a. Neha came, but her brother didn't.
- b. Neha came where her brother didn't.
- c. Neha came whether her brother didn't.

3.

- a. He got a certificate besides a cash prize.
- b. He got a certificate although a cash prize.
- c. He got a certificate and a cash prize.

4.

- a. Where you go to the library, get me a book.
- b. When you go to the library, get me a book.
- c. For you go to the library, get me a book.

5.

- a. Rohan saved money if he could buy a nice present for his mother.
- b. Rohan saved money because he could buy a nice present for his mother.
- c. Rohan saved money so that he could buy a nice present for his mother.

6.

- a. Karan came late, so he could not help me.
- b. Karan came late since he could not help me.
- c. Karan came late although he could not help me.

7.

- a. Sonia was tired although she continued her work.
- b. Sonia was tired, yet she continued her work.
- c. Sonia was tired nor she continued her work.

8.

- a. You must take rest, yet you will fall ill again.
- b. You must take rest, or you will fall ill again.
- c. You must take rest since you will fall ill again.

9.

- a. Either read a book nor do your homework.
- b. Either read a book neither do your homework.
- c. Either read a book or do your homework.

10.

- a. Not only did the puppy alert the owners but he also caught the thief.
- b. Neither did the puppy alert the owners but he also caught the thief.
- c. Neither did the puppy alert the owners or he also caught the thief.

4. Choose the correct coordinating conjunction to fill in each blank.

- a) The child came _____ sat beside her mother.
- i. and
 - ii. but
 - iii. or

- b) I ran to the door _____ she had already left.
- i. or
 - ii. while
 - iii. but

- c) Tea _____ coffee are both beverages.
- i. or
 - ii. and
 - iii. but

- d) Would you have tea _____ coffee?
- i. or
 - ii. and
 - iii. but

- e) She was caught cheating in the exam, _____ she is crying.
i. so
ii. for
iii. and

5. Fill in the blanks with the correct subordinating conjunction. Choose from the given options.

- a) _____ you say so, I shall believe it.
i. Since
ii. Although
iii. Until
- b) Everyone likes him _____ his behaviour is such.
i. after
ii. yet
iii. because
- c) I danced _____ she sang.
i. nor
ii. while
iii. unless
- d) Come back _____ Mom returns.
i. while
ii. before
iii. although
- e) It has been raining _____ Monday.
i. since
ii. for
iii. if

6. Choose the correct correlative conjunctions to fill in the blanks.

- a) _____ was he feeling tired, _____ a little dizzy.
i. Not only...but also
ii. Either...or
- b) She _____ attended the meeting _____ did she call me.
i. not only...but also

- ii. neither...nor
- c) _____ Ram _____ Shyam are intelligent boys.
i. Both...and
ii. Either...or
- d) _____ did I enter the class _____ Miss Rita collapsed.
i. No sooner...than
ii. Such...that
- e) _____ was the effect of her words _____ he changed completely.
i. Either...or
ii. Such...that

Learning Outcomes:

- Students will be able to define the term 'conjunction'.
- Students will be able to identify different types of conjunctions.
- Students will be able to list conjunctions within each category.
- Students will be able to explain the purpose of various conjunctions.
- Students will be able to join sentences and phrases using appropriate conjunctions.

Integrated Grammar

Q. In each of the following lines, there is one error, which has been underlined. Choose the correct word to replace it.

- | | | |
|--|------------|-------------|
| <u>In</u> May 10, 1993, a young girl | a. At | b. On |
| <u>for</u> Himachal Pradesh called Dicky Dolma | a. of | b. behind |
| <u>sets</u> a world record when she became | a. setted | b. set |
| the <u>younger</u> woman in the world | a. young | b. youngest |
| to <u>climbing</u> the Everest! This was | a. climb | b. climbed |
| a record that was set when she <u>reaches</u> | a. reached | b. reach |
| the top <u>to</u> the world's highest mountain | a. on | b. of |
| as <u>an</u> member of the Indo-Nepal Women | a. a | b. the |
| Expedition at the age of 19. | | |

For Further Practice

Q1. Join each of the pairs of sentences given below using the conjunction given in the brackets.

1. Work hard. You will pass. (If)
2. Give full attention to your studies. You will succeed. (Unless)
3. Hurry up. You will miss the train. (Unless)
4. Ria ran very fast. She could not catch up with Nishu. (Though)
5. We all respect him. He is an honest man. (Because)
6. She cannot go to work. She fully recovers from her illness. (Before)
7. Jane is friendly. Her sister is friendly. (Both...and)
8. Aryav is kind. Aryav is helpful. (Not only...but also)
9. Hamid is not rich. Hamis is not famous. (Neither...nor)
10. I had put my umbrella away. It started raining. (No sooner...than)

Q2. Join each of the pairs of sentences below using suitable conjunctions.

1. The salad is delicious. The salad is healthy.
2. The burger is not delicious. The burger is not healthy.
3. The test was very long. It was easy.
4. The weather was very cold. Arshia wore gloves.
5. The children washed their hands. They had finished gardening.
6. Nikita read a book. He waited for the train.
7. Paul went to the market to buy pens. Paul went to the market to buy notebooks.
8. Do you like cricket? Do you like badminton?
9. They climbed the mountain. It was very windy.
10. I'll call you. I reach Delhi.

DECEMBER

Reading Comprehension
Adjectives
Direct and Indirect Speech

Reading Comprehension

Q. Read the given poem and answer the questions that follow.

Old Dog lay in the summer sun

Much too lazy to rise and run.

He flapped an ear

At a buzzing fly.

He winked a half-opened

Sleepy eye.

He scratched himself

On an itching spot,

As he dozed on the porch

Where the sun was hot.

He whimpered a bit

From force of habit

While he lazily dreamed

Of chasing a rabbit.

But Old Dog happily lay in the sun

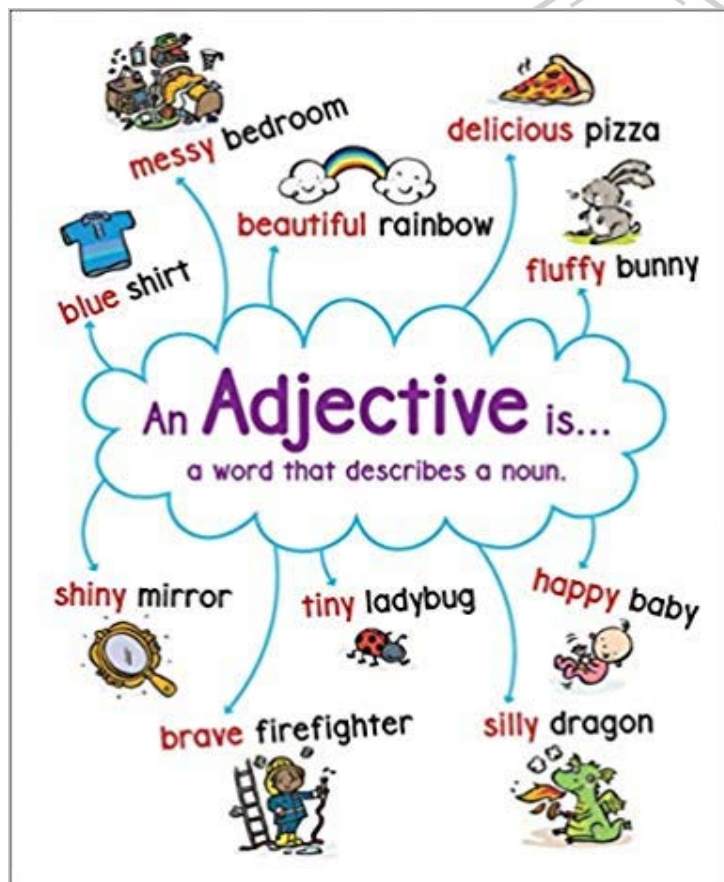
Much too lazy to rise and run.

Choose the correct option.

1. Why did the dog flap his ear?
 - a. The dog flapped his ear to get rid of a fly.
 - b. The dog flapped his ear to kill a fly.
 - c. The dog flapped his ear to hear the fly better.
2. Where was the dog resting?
 - a. The dog was resting in a park.
 - b. The dog was resting on a swing.
 - c. The dog was resting in a house.
3. Choose the word that best describes the dog in the poem.
 - a. active
 - b. dreamy
 - c. playful
4. The word 'whimper' means 'to cry softly'. Why do you think the dog whimpered?
 - a. The dog whimpered because he was sad.
 - b. The dog whimpered because he was his habit.
 - c. The dog whimpered because he was sleepy.
5. Why was the dog not enjoying the beautiful summer day?
 - a. He was too old to move.
 - b. He was very unhappy.
 - c. He was quite lazy.
6. What do you think is the meaning of 'force of habit'?
 - a. done without thinking
 - b. done after a lot of thinking
 - c. done because somebody has forced you
7. Given below are sets of words from the poem. Which one is a set of verbs?
 - a. lay, lazy, winked, dreamed
 - b. lay, chasing, winked, dreamed
 - c. lay, chasing, winked, hot
8. Which of the following is the most suitable title for this poem?
 - a. The Lazy Dogs
 - b. The Sleeping Dog
 - c. Sunning

Learning Outcomes:

- Students will gain proficiency in conveying their thoughts in a creative and aesthetic way.
- Students will be able to write on a variety of themes.
- Students will be reading with understanding information in their environment outside the schools as in hoardings, advertisements, product labels, visiting marketplace, etc.

Adjectives

Please note:

- Most of the adjectives are written before the noun they describe. For example:
The **beautiful** swan is swimming.
- Sometimes, adjectives can be written after the noun. For example: The swan which is swimming in the lake is **beautiful**.
- Some adjectives are used after verbs. For example: It is getting **dark**. It appears **clean**.

Exercise 1

Q. Fill in the blanks with suitable adjectives:

a. a _____ author

- i. plastic
- ii. well-known
- iii. green
- iv. seaside

b. an _____ lady

- i. intelligent
- ii. clever
- iii. oval
- iv. tall

c. a _____ person

- i. enormous
- ii. glass
- iii. wise
- iv. old

d. a _____ angle

- i. acute
- ii. obtuse
- iii. cotton
- iv. right

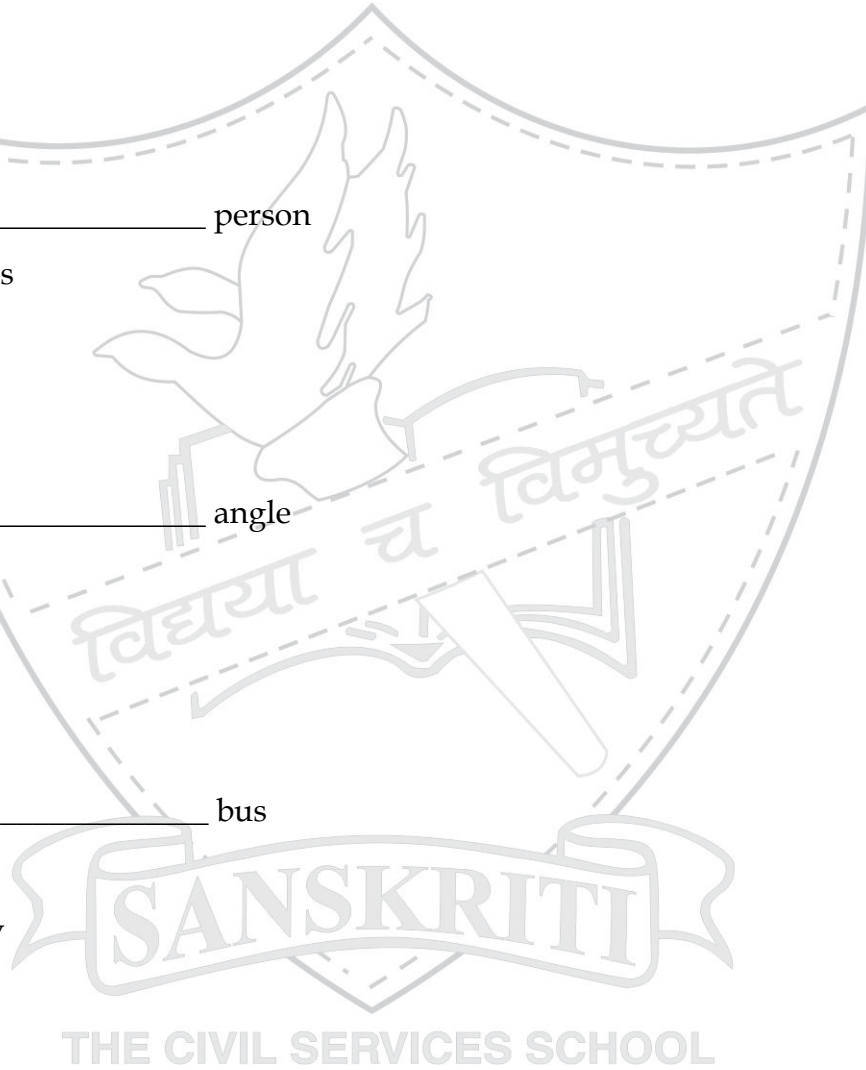
e. an _____ bus

- i. school
- ii. ordinary
- iii. unique
- iv. white

f. a _____ mouse

- i. little
- ii. square
- iii. old
- iv. two

g. a _____ sky



- i. muddy
- ii. clear
- iii. cold
- iv. kind
- h. a _____ dancer
 - i. antique
 - ii. red
 - iii. rubber
 - iv. graceful

Exercise 2

Q. Tick the correct adjective in each of the following sentences:

- a. It was fun to open **those/each** gift.
- b. **Every/These** dress in the shop was made of 100% cotton.
- c. **Those/That** painting has a beautiful frame.
- d. **These/Either** sweater will look good on you.
- e. **What/ Which** table have you reserved?

Comparison of Adjectives

Study the following sentences

Jane is a *kind* girl.

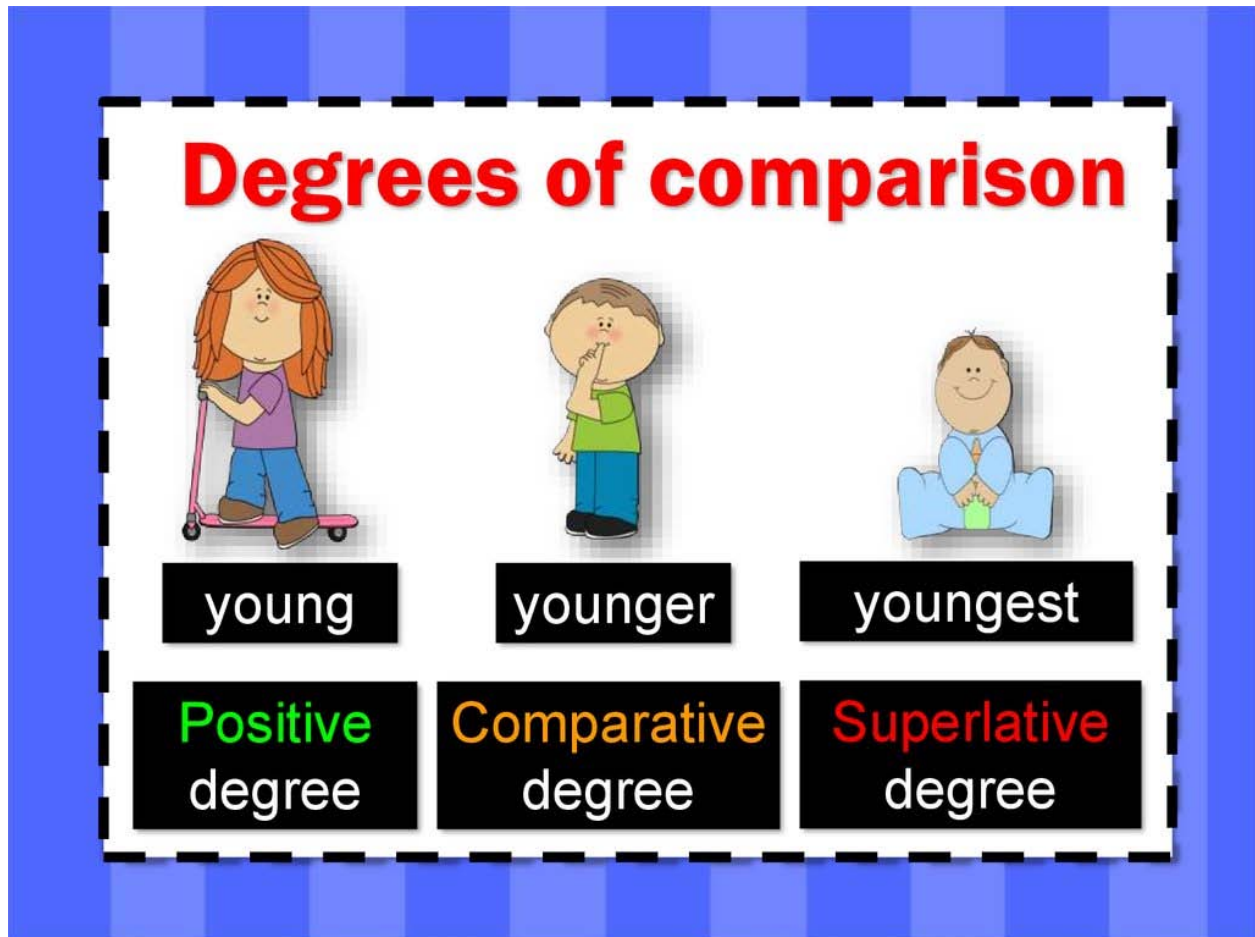
Mary is *kinder* than Jane.

Lizzie is the *kindest* of the three.

The adjective *kind* denotes the **positive degree**. It is used when no comparison is being made.

The adjective *kinder* is used when two things of the same kind are compared together. This is the **comparative degree**.

The adjective *kindest* tells us that out of the three girls, Lizzie is highest in comparison. This is the **superlative degree**.



Remember the following:

- a. The word 'than' is generally written after the comparative degree. For example:
Anil is wiser **than** Vijay.
- b. The word 'the' is generally written before the superlative degree and 'of' is sometimes written after it. For example:
 - i. Mary is **the** cleverest **of** all the girls.
 - ii. Raman is **the** tallest boy in the class.

Examples:

Positive	Comparative	Superlative
deep	deeper	deepest
strong	stronger	strongest
able	abler	ablest
true	truer	truest
wise	wiser	wisest
thin	thinner	thinnest
big	bigger	biggest
happy	happier	happiest
merry	merrier	merriest

In case of longer words, we write 'more' for the comparative degree and 'most' for

superlative:

beautiful	more beautiful	most beautiful
pleasant	more pleasant	most pleasant

Carefully read the following:

bad, ill	worse	worst
far	farther	farthest
many	much	most
up	upper	uppermost
old	older, elder	oldest, eldest

Exercise 3

Q. Fill in each blank with the form of the word given in the brackets.

- I need a _____ bulb. This light is too dim. (positive degree of 'bright')
 - bright
 - brighter
 - brightest
- It is getting _____. Let's go back. (comparative degree of 'dark')
 - dark
 - darker
 - darker
- Diamond is the _____ precious stone. (superlative degree of 'hard')
 - hard
 - harder
 - hardest
- This colour is _____ than that colour. (comparative degree of 'attractive')
 - attractive
 - more attractive
 - most attractive
- This is the _____ knife on the tray. (superlative degree of 'sharp')
 - sharp
 - sharper
 - sharpest
- Do you think a dog is _____ than a cat? (comparative degree of 'lovable')
 - lovable
 - more lovable
 - most lovable

7. Prevention is _____ than cure. (comparative degree of 'good')
 - i. good
 - ii. gooder
 - iii. better
8. What is the _____ price you can take? (superlative degree of 'little')
 - i. little
 - ii. littlest
 - iii. least
9. He had seen _____ days. (comparative degree of 'happy')
 - i. happy
 - ii. more happy
 - iii. happier
10. Lead is _____ than any other metal. (comparative degree of 'heavy')
 - i. heavy
 - ii. heavier
 - iii. more heavy

Exercise 4

Q. Underline the correct words in the brackets.

1. It is (cold, colder, coldest) in December than in June.
2. We must dig a (deep, deeper, deepest) well; this is not deep enough.
3. Mr. Wang is the (rich, richer, richest) man in this town.
4. Nobody likes him because he is a (proud, prouder, proudest) person.
5. The (pretty, prettier, prettiest) girl will win the contest.
6. I am sorry. Please do not be (angry, angrier, angriest) with me.
7. You are the (forgetful, more forgetful, most forgetful) person I have ever known.
8. It is (enjoyable, more enjoyable, most enjoyable) to read the story than see the film.
9. Which is the (good, better, best) place to set up the tent?
10. Mrs. Hong is as (intelligent, more intelligent, most intelligent) as Mrs. Ling.

Exercise 5

Q. Fill in each blank with the correct form of the word given within the brackets.

1. This flower is _____ than that one. (beautiful)
 - i. beautiful
 - ii. more beautiful
 - iii. most beautiful
2. That is the _____ book I have ever read. (interesting)
 - i. interesting
 - ii. more interesting

- iii. most interesting
3. Which is the _____ animal in the world? (dangerous)
i. dangerous
ii. more dangerous
iii. most dangerous
4. Your cat is _____ than my friend's cat. (nice)
i. nice
ii. nicer
iii. nicest
5. Staying at home during the lockdown was very _____. (boring)
i. boring
ii. more boring
iii. most boring
6. China is a _____ country. (big)
i. big
ii. bigger
iii. biggest
7. Russia is the _____ country in the world. (big)
i. big
ii. bigger
iii. biggest
8. Russia is _____ than China. (big)
i. big
ii. bigger
iii. biggest
9. The book is _____ than the movie. (exciting)
i. exciting
ii. more exciting
iii. most exciting
10. She brought a _____ apple for me to eat. (red)
i. red
ii. redder
iii. reddest

Order of Adjectives




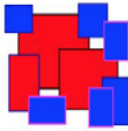




When we use more than one adjective, we have to put them in the right order, according to their type.

Opinion Size Age Shape Colour Origin Material Purpose

Examples: a. a small round wooden bowl (size-shape-material)
b. a big green sleeping bag (size-colour-purpose)

Order of Adjectives

Basic types of adjectives and the correct order for using them.

OPINION	SIZE	AGE	SHAPE	COLOUR	ORIGIN	MATERIAL	PURPOSE
What do you think about something?	How big or small is it?	How old or young someone or something is?	What is the shape?	What colour is it?	Where is it from?	What is it made of?	What is it used for?
awful, beautiful, cute, delicious, easy, friendly, funny, handsome, interesting, kind, lovely, mean, nice, pretty, silly, smart, strange, ugly	big, enormous, huge, large, little, short, small, thin, tiny	adolescent, ancient, modern, new, old, young	flat, irregular, oval, rectangular, round, square, triangular	black, blond, blue, brown, grey, magenta, pinkish, red, white, yellow	Brazilian, British, Chinese, French, Italian, lunar, Spanish, western	brick, cotton, copper, gold, iron, leather, plastic, porcelain, silk, silver, steel, wooden, wool	alarm (clock), dining (table), football (field), frying (pan), racing, sport (car), rock (chair), sailing (boat), sleeping (bag)
							



ADJECTIVE ORDER

When more than one adjective is used to describe something, all the adjectives need to be placed in the correct order.

THIS IS THE CORRECT ORDER FOR ADJECTIVE PLACEMENT.



NUMBER (five, several)
OPINION (lovely, useless)
SIZE (big, tiny)
AGE (mature, ancient)
SHAPE (square, oval)
COLOR (red, burgandy)
ORIGIN (American, English)
MATERIAL (wooden, cotton)
PURPOSE (typing, sun)

9. Put a tick (✓) against the sentence with the correct order of adjectives.

1.
 - a. At home there is a **beautiful wooden square** table in the dining room.
 - b. At home there is a **wooden beautiful square** table in the dining room.
 - c. At home there is a **beautiful square wooden** table in the dining room.
2.
 - a. I was offered a **gold unusual** ring by my husband.
 - b. I was offered **an unusual gold** ring by my husband.
 - c. I was offered a **unusual gold** ring by my husband.
3.
 - a. My grandmother has knitted a **new nice woollen** pullover for me.
 - b. My grandmother has knitted a **nice new woollen** pullover for me.
 - c. My grandmother has knitted a **woollen new nice** pullover for me.
4.
 - a. I saw **an interesting old American** movie with friends at home.
 - b. I saw **an old interesting American** movie with friends at home.
 - c. I saw **an American interesting old** movie with friends at home.
5.
 - a. It may rain! There are **big black** clouds floating in the air.
 - b. It may rain! There are **black big** clouds floating in the air.
6.
 - a. My daughter has **beautiful black long** hair.

- b. My daughter has **beautiful black long** hair.
- c. My daughter has **black long beautiful** hair.

7.

- a. Last week, I visited **a lovely little old** village in a remote place.
- b. Last week, I visited **a lovely old little** village in a remote place.
- c. Last week, I visited **a little lovely old** village in a remote place.

8.

- a. The gallery exhibited mainly **French old strange** paintings.
- b. The gallery exhibited mainly **strange French old** paintings.
- c. The gallery exhibited mainly **strange old French** paintings.

9.

- a. John was given **an adorable little black** kitten by his sister.
- b. John was given **an adorable black little** kitten by his sister.
- c. John was given **a little black adorable** kitten by his sister.

10.

- a. A **shiny new Italian sports** car was parked opposite my house.
- b. A **shiny Italian new sports** car was parked opposite my house.
- c. A **new Italian shiny sports** car was parked opposite my house.

10. Choose the set of adjectives written in the correct order.

1. **an/German/old/yellow/car**

- a. an old yellow German car
- b. an old German yellow car
- c. an yellow old German car

2. **a/cloth/big/red/bag**

- a. a red big cloth bag
- b. a big red cloth bag
- c. a big red bag cloth

3. **a/cotton/dirty/old/tie**

- a. a cotton old dirty tie
- b. a dirty cotton old tie
- c. a dirty old cotton tie

4. **an/exciting/French/new/band**

- a. an exciting new French band
- b. an exciting French new band
- c. an new exciting French band

5. a/blue/beautiful/sailing/boat

- a. a beautiful blue sailing boat
- b. a beautiful sailing blue boat
- c. a blue sailing beautiful boat

6. a/old/Italian/wonderful/clock

- a. a wonderful Italian old clock
- b. a Italian old wonderful clock
- c. a wonderful old Italian clock

7. a/ big/ antique/ green/car

- a. a big green antique car
- b. a big antique green car
- c. a green big antique car

8. a/ pink/ disgusting/ plastic/ ornament

- a. a disgusting pink plastic ornament
- b. a disgusting plastic pink ornament
- c. a pink plastic disgusting ornament

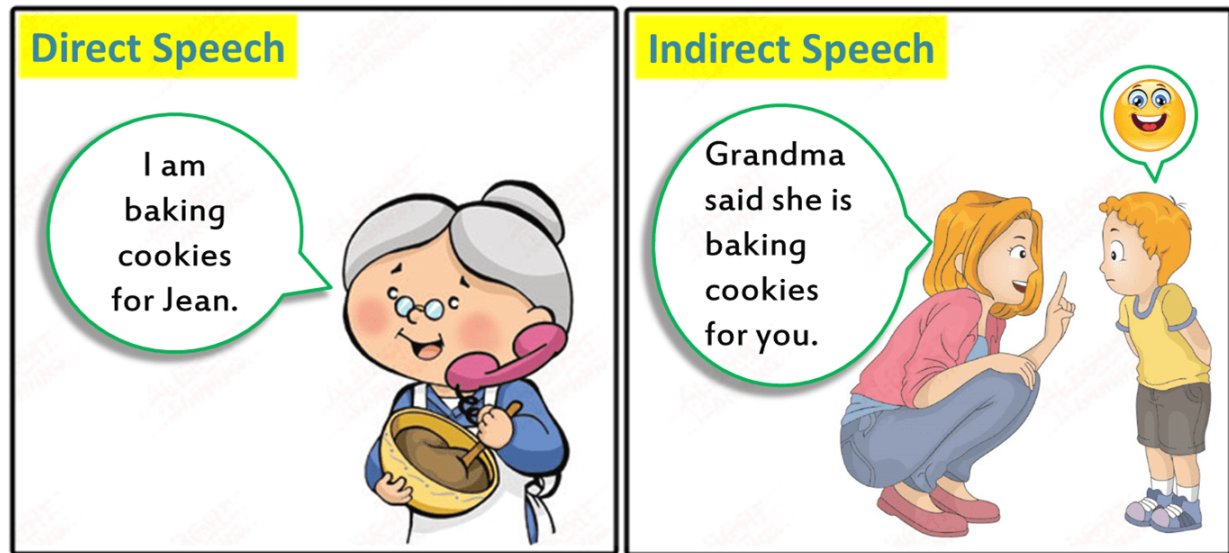
Learning Outcomes:

- Students will be able to define and categorize adjectives.
- Students will be able to use the positive, comparative and superlative degrees of regular and irregular adjectives.
- Students will be able to determine the rules of degrees of comparison; how adjectives are modified according to syllables.
- Students will be able to articulate their views in a better manner.



Direct and Indirect Speech

Direct speech reports the exact words of the speaker. In indirect speech, we report what the speaker said without quoting his/her exact words.



Let us compare the two ways of speaking:

S.No.	Direct Speech	Indirect Speech
1.	The exact words of the speaker are repeated.	The speaker's words are repeated by someone else in their words.

2.	The words of the speaker are enclosed within inverted commas (" ").	Inverted commas are not used.
3.	The introductory verb is 'said'.	The introductory verb is usually 'said' or 'told'.
4.	A comma separates the introductory part and the exact words of the speaker.	The word 'that' is used to join the introductory part to the reported part. The comma is not used.
5.	First person pronouns, such as <i>I, we, my, our, us</i> .	First person pronouns are changed to third person pronouns, such as <i>he, she, it, they, them, his, her, its</i> .
6.	The verbs are usually in the present tense forms. a. is, am, are b. has, have c. can d. shall, will e. must	The verbs are usually changed to the past tense forms. a. was, were b. had c. could d. should, would e. had to

This is how **tenses** are changed from direct to indirect speech:

Direct Speech	Indirect Speech
<u>Simple Present</u> Riya said, "I <u>am</u> very happy."	<u>Simple Past</u> Riya said that she <u>was</u> very happy.
<u>Simple Past</u> Ram said to Siya, "You <u>scared</u> me."	<u>Past Perfect</u> Ram told Siya that she <u>had scared</u> him.
<u>Present Continuous</u> "You <u>are singing</u> well," said Suman.	<u>Past Continuous</u> Suman said that I <u>was singing</u> very well.

Here is how **expressions of time and place** change:

	Direct Speech	Indirect Speech
Adverbs of time	Now ago today tomorrow yesterday last year next Monday	then before that day the next day/the following day the previous day/the day before the previous year/the year before the following Monday
Adverbs of place	Here Herein	there therein
Demonstratives	This These	that those

Change these sentences into indirect speech. Choose the correct option.

- Rama said, "I am not well."
 - Rama said that I am not well.
 - Rama said that she is not well.
 - Rama said that she was not well.
- She said, "My doll has broken."
 - She said her doll had broken.
 - She said that her doll had broken.
 - She said that her doll has broken.
- Siya said to me, "I am your sister's classmate."
 - Siya told me that she was my sister's classmate.
 - Siya told me that she is your sister's classmate.
 - Siya told me that I am her sister's classmate.
- Jack said to Harry, "I know you."
 - Jack told Harry that I knew him.
 - Jack told Harry that he knew him.
 - Jack told Harry that he knows him.
- The athlete said, "I must win this championship."
 - The athlete said that he must win this championship.
 - The athlete said that he had to win this championship.
 - The athlete said that he had to win that championship.
- The principal said to us, "You should be punctual."
 - The principal told us that you should be punctual.

- b. The principal told us we should be punctual.
c. The principal told us that we should be punctual.
7. The man said to the counsellor, "The supply of drinking water is inadequate."
a. The man told the counsellor that the supply of drinking water was inadequate.
b. The man told the counsellor that the supply of drinking water is inadequate.
c. The man told the counsellor the supply of drinking water was inadequate.
8. I said to my friend, "You are not serious about the work."
a. I told my friend that he is not serious about that work.
b. I told my friend that he was not serious about the work.
c. I told my friend that he was not serious about that work.
9. He said to the painter, "You are taking too long to finish the portrait."
a. He told the painter that he is taking too long to finish the portrait.
b. He told the painter that he took too long to finish the portrait.
c. He told the painter that he was taking too long to finish the portrait.
10. The teacher said to the students, "They are visiting the museum."
a. The teacher told the students that they were visiting the museum.
b. The teacher told the students that we were visiting the museum.
c. The teacher told the students that they are visiting the museum.
11. The children said to me, "We are working."
a. The children told me that we were working.
b. The children told me that they are working.
c. The children told me that they were working.
12. George said, "I have eaten lunch."
a. George said that he has eaten lunch.
b. George told me that he had eaten lunch.
c. George told me that he ate his lunch.
13. Maya said to her sister, "I do not like peanuts."
a. Maya told her sister that she does not like peanuts.
b. Maya told her sister that I did not like peanuts.
c. Maya told her sister that she did not like peanuts.
14. Mr. Bose said, "Swami must go tomorrow."
a. Mr. Bose said that Swami had to go tomorrow.
b. Mr. Bose said that Swami had to go the next day.
c. Mr. Bose said that Swami had to go the previous day.
15. Rajam said to Mani, "You are my only friend."
a. Rajam told Mani that he was his only friend.
b. Rajam told Mani that he is his only friend.

c. Rajam told Mani he was his only friend.

16. Gayatri said, "My aunt is baking a cake."

- a. Gayatri said that my aunt was baking a cake.
- b. Gayatri said that her aunt was baking a cake.
- c. Gayatri said that her aunt is baking a cake.

17. Father said, "I am going to Delhi."

- a. Father said that he was going to Delhi.
- b. Father said that he is going to Delhi.
- c. Father said that he will go to Delhi.

18. Rocky said, "I have slept for a while."

- a. Rocky said that he has slept for a while.
- b. Rocky said he had slept for a while.
- c. Rocky said that he had slept for a while.

Learning Outcomes:

- Students will be able to define direct speech and reported speech.
- Students will be able to distinguish between direct and reported speech.
- Students will be able to list the rules for converting direct speech to reported speech and reported speech to direct speech.
- Students will be able to communicate with ease and frame grammatically correct sentences.

For Further Practice

Q1. Change the following sentences from direct to indirect speech.

- 1. Radhika said, "I love this town."
- 2. He said, "I can't write a poem."
- 3. Teacher said, "You should revise your lessons."
- 4. Madhav said, "She works in an office."
- 5. Gauri said, "The train arrived late."
- 6. Mother said, "Aryan and Kanav will travel to Dehradun."
- 7. Samyak said, "I need new shoes."
- 8. Father said, "I am baking a cake for Grandmother."
- 9. They said, "We like this song."
- 10. We said, "We have done our work."

Q2. Rewrite the following sentences into indirect speech.

- 1. Mother said, "I am going to the market."
- 2. The children said, "We will go for a picnic next Sunday."
- 3. Paarth said, "I have finished my work."

4. Sarah said, "I am not going home today."
5. Manav said, "I did not go to the party."
6. Garima said, "I must do this work now."
7. Jatin said, "My mother is a manager."
8. "They will not approve of that idea," Keshav said to us.
9. Naina said to us, "I was unhappy with the idea."
10. Mitali said to Pranit, "You are my best friend."



JANUARY

Reading Comprehension
Subject-Verb Agreement
Integrated Grammar**Reading Comprehension**

Q. Read the passage given below and answer the questions that follow.

There were once two brothers who were very different from each other. The older brother, though rich, always wanted more. The younger brother was not rich, but he was happy with what he had.

One day the younger brother found a sparrow with a broken wing. He took it home and nursed it back to health. When it was time for the sparrow to fly away, it said, "You showed me great kindness, yet expected nothing in return. Please take this pumpkin seed. Plant it in your garden and wait for it to grow and ripen."

When the pumpkins ripened, they contained gold, silver and diamonds.

News of his brother's sudden fortune reached the older brother. When he heard what had happened, he took out a slingshot, shot a sparrow and broke its wing. He took the bird home and nursed it while thinking, "The sooner you are better, the sooner I get my reward."

When the bird was better, it gave the older brother a pumpkin seed. The seed sprouted into a vine, but the vine did not grow along the ground – it grew up into the sky. "I shall climb the vine and collect my reward," said the older brother.

He climbed the vine all the way to the moon. As soon as he stepped onto the moon, the vine disappeared.

1. What is the most likely reason the younger brother took care of the injured sparrow?

- a. He felt sorry for the sparrow. b. He expected the sparrow to reward him.
c. He wanted the sparrow as a pet. d. He wanted to sell the sparrow.

2. Which adjective best describes the younger brother?

- a. greedy b. rich c. caring d. curious

3. Which two phrases in the passage are the clues to question 2's answer?

- a. took it home b. great kindness c. fly away d. nursed it

4. What is the most likely reason the sparrow rewarded the younger brother?

The sparrow was ...

- a. angry with the younger brother. b. grateful to the younger brother.
c. scared of the younger brother. d. feeling generous.
5. Why did the older brother nurse the sparrow?
a. He was kind. b. His younger brother had asked him to do so.
c. He wanted a reward. d. He regretted shooting the sparrow.
6. The older brother got the reward he deserved.
a. True b. False
7. The injured bird had punished the older brother.
a. True b. False
8. Choose the most appropriate title for this passage.
a. The Two Brothers b. The Two Birds
c. The Injured Bird d. The Vine

Learning Outcomes:

- Students will be able to read with comprehension the given text employing strategies like skimming, predicting, reviewing, inferring, and summarising.
- Students will be able to draw connections between different ideas using background knowledge from the reading of the text.
- Students will be able to identify the importance of language as a major binding force.
- Students will be able to write short answers and paragraphs using appropriate vocabulary and grammar on a given theme.

Agreement of Verb with Subject

The verb always agrees with the subject in number or person

Examples: Lisa **loves** eating mangoes
They **love** playing chess

Here are some rules to remember:

1. When the subject of a sentence is singular, the verb must also be singular. When the subject is plural, the verb must be plural.
Eg :Henry likes Deepak. (Singular)
Henry and Deepak like Mary. (Plural)

2. When the subject is of the phrase '*one of*', followed by a plural noun, the verb is singular and agrees with one, which is singular.

Eg: One of the students in our class was praised by the teacher.

Priya is one of my best friends.

1. When a sentence has two singular subjects joined by the conjunction '*and*' the verb must be plural.

Eg: Bishakha and Suman go to the same school

2. When two or more nouns represent a *compound name* of one person or thing, then the compound is thought of as singular and takes a singular verb.

Eg: The horse and carriage is waiting at the door.

Slow and steady wins the race.

3. When the sentence begins with '*there*', the verb agrees with the real subject that follows it (verb).

Eg : There was a cruel king.

There are six teachers in our department.

4. '*A lot of*' and '*plenty of*' take a plural verb when they denote number, they take a singular verb when they denote quantity or amount.

Eg : There is a lot of oil in Assam.

There are a lot of hill stations in our country.

Where are plenty of roses found?

There is plenty of water in the well.

5. '*Both*' always takes a plural.

Eg : Both the hill stations were simply great.

6. '*A number of*' means several, many and is therefore always followed by a plural verb.

Eg : There have been a number of important incidents this year.

A large number of people are waiting to meet the prime minister.

7. A singular *collective noun* like a herd of cattle, a team of players, a fleet of ships, a troop of soldiers and a bunch of flowers always takes a singular verb.

Eg: There was a herd of cattle in the middle of the road.

This is a lovely bunch of flowers.

A troop of soldiers is marching through the streets.

8. '*A dozen*' takes a plural verb

Eg: There are a dozen shoes in the cupboard.

9. '*A pair of*' when applies to things like scissors, shoes, trousers, where two components are always thought of together, takes a singular verb.

Eg : A pair of scissors is lying on the table.

10. A plural word must take a plural verb.

Eg : The scissors are in the drawer.

His trousers were very fashionable.

11. Class names such as clothing, footwear, scenery, crockery, fruit, hair, furniture, stationery are singular and must take a singular verb.

Eg : The furniture here is of the best quality.

Fruit is very good for health.

12. News is always treated as singular so is advice, business and information.

Eg: The news is that the President will visit our school next week.

This is good advice.

13. Names of certain diseases, sciences and branches of knowledge which end with s are also singular.

Eg : Mumps is a painful disease.

Mathematics is my favourite subject.

14. 'Some of' or 'half of' take a plural verb if the reference is to number but a singular verb if reference is to amount or quantity.

Eg : Some of the boys are dishonest.

Half of the books were sold.

15. 'Many' refers to number thus is plural; 'much' refers to amount so is singular.

Eg : Many of the apples were rotten.

Much of the truth was not told.

16. People, poultry, repairs, clergy, studies, and cattle are always in plural.

Eg : The people of our town are very educated.

The clergy have arrived.

The cattle were grazing in the field.

17. When a plural number applies to distances, weights, heights or amounts of money, it is taken as a whole and is therefore treated as singular. Thus it takes a singular verb.

Eg : Thousand miles is a long distance.

One lakh rupees is a lot of money.

18. If the title of a book or the name of a house or a hotel is plural it takes a singular verb since it is only one title or one building.

Eg : The Adventures of Tom Sawyer is an interesting book.

19. If two or more singular subjects are preceded by *either, either of, neither, neither of, each, each of, everyone, many a, none, none of, nobody* or *somebody*, the verb is the singular.

Eg : Either Neetu or her brother has won the prize.

Everyone is equal in the eyes of god

Each of the boys has worked well.

Neither of them comes on time.

Somebody has stolen my aunt's purse.

Nobody is to be blamed.

1. Fill in the blanks with the correct option:

1. The Australians _____ faster between the wickets than the Indians.
a. run
b. runs
2. The cattle _____ frightened by the loud horn of the jeep.
a. was
b. were
3. The first innings of the Sri Lankans _____ going to start soon.
a. is
b. are
4. A pack of wolves _____ a frightening sight.
a. is
b. are
5. Dr Dolittle _____ the name of a classic story for children.
a. is
b. are
6. Vijay and Dev _____ identical twins.
a. is
b. are
7. Let them _____ what they want.
a. have
b. has
8. It _____ two to start an argument.
a. take

- b. takes
9. My classmates _____ very intelligent.
- a. is
- b. are
10. A school of whales _____ sighted by some fishermen.
- a. was
- b. were
11. Many of our teachers _____ on the school campus.
- a. live
- b. lives
12. Five kilometers _____ a long distance to walk.
- a. is
- b. are
13. Everyone of them _____ lying.
- a. is
- b. are
14. My brother's studies _____ over.
- a. is
- b. are
15. The furniture _____ bought from a shop in Connaught Place.
- a. was
- b. were
16. None of them _____ bothered to apologize.
- a. has
- b. have
17. These spectacles _____ a lot of money.
- a. costs
- b. cost
18. Much of the advice _____ useful.
- a. was
- b. were

19. My grandfather's hair _____ all white.
a. is
b. are
20. His information _____ proved to be wrong.
a. has
b. have
21. Poultry raising _____ a big business in this town.
a. was
b. were
22. Politics _____ not a profession for everybody.
a. is
b. are
23. This institution _____ been doing a lot of good work for the needy.
a. has
b. have
24. Tuberculosis _____ a curable disease.
a. is
b. are
25. What _____ your business with the principal of the college?
a. is
b. are
26. A sheep _____ grazing on the hillside.
a. is
b. are
27. Riches _____ wings.
a. has
b. have
28. Milk and sugar _____ a nourishing food.
a. is
b. are
c.

29. The President and the Vice President of the club _____ invited.

- a. was
- b. were

30. What piece of work _____ man!

- a. is
- b. are

2. Tick the correct sentence.

1. A large number of students is absent.

A large number of students are absent.

2. Physics are a difficult subject.

Physics is a difficult subject.

3. The committee have been dissolved.

The committee has been dissolved.

4. Milk turn sour very fast.

Milk turns sour very fast.

5. The list of unsuccessful candidates was released yesterday.

The list of unsuccessful candidates were released yesterday.

6. None of the engineers know how to repair this computer.

None of the engineers knows how to repair this computer.

7. Grimms' Fairy Tales are a popular collection of stories for children.

Grimms' Fairy Tales is popular collection of stories for children.

8. Neither of the men have the qualifications.

Neither of the men has the qualifications.

9. There were a lot of rumours about this.

There was a lot of rumours about this.

10. These reports is absolutely false.

These reports are absolutely false.

3. Circle the correct option

- a. Two and two (make/ makes) four.
- b. My favourite languages (is/ are) French and English.
- c. Neither of the two actors (was/ were) nominated for the award.
- d. Little women (is/ are) an entertaining novel.
- e. The lawyer's fees (has/ have) been paid in time.
- f. Half of the crops (has/ have) been ruined.
- g. The Red Indians (is/ are) a courageous race.
- h. Many people (is/ are) not remembered in spite of their heroism.
- i. Notice (has/ have) been sent to all the people concerned.
- j. The Harry Potter series (is/ are) popular.
- k. All the world (is/ are) a stage, said Shakespeare.
- l. Both the flights (have/ has) been cancelled.
- m. Much (has/ have) been said, but nothing (has/ have) been done.
- n. Neither (is/ are) he a scholar, nor a gentleman.
- o. Every girl in this class (is/ are) well behaved.
- p. All his wishes (has/ have) been fulfilled.

4. Pick up the correct form of the verb to agree with the subject.

Green lights, white streamers, and electronic noises (1. is/ are) coming from the night sky. Each of the noises (2. are /is) harsh. Both Suraj and Meghana (3. is/ are) sure about having witnessed something truly strange. Neither Mukhul nor Tarini (4. believe/ believes) their story. Meghana's father, mother and brother (5. does/ do) trust her tale. May be an earthquake or even a volcano (6. was! were) in the making. What do you think it could be?

5. Put a tick (✓) against the sentence wherein the subject agrees with the verb.

- i.
 - a. Those strawberries is not ready to eat yet.
 - b. Those strawberries are not ready to eat yet.
- ii.
 - a. That fruitcake look delicious.
 - b. That fruitcake looks delicious.
- iii.
 - a. Every person in the room has eaten a piece of the fruitcake.
 - b. Every person in the room have eaten a piece of the fruitcake.
- iv.
 - a. Each guest have to have a ticket.
 - b. Each guest has to have a ticket.
- v.
 - a. Maria, as well as Marco and Alice, are learning English.
 - b. Maria, as well as Marco and Alice, is learning English.
- vi.
 - a. Sarah and Samantha are learning Science.
 - b. Sarah and Samantha is learning Science.
- vii.
 - a. The movie, including all the previews, takes about two hours to watch.
 - b. The movie, including all the previews, take about two hours to watch.
- viii.
 - a. Are that news still coming on television?
 - b. Is that news still coming on television?
- ix.
 - a. One of my sisters is going on a trip to London.
 - b. One of my sisters are going on a trip to London.
- x.
 - a. Either my shoes or coat are always on the floor.
 - b. Either my shoes or coat is always on the floor.
- xi.
 - a. The committee debates every question very carefully.
 - b. The committee debate every question very carefully.
- xii.
 - a. The Prime Minister, along with his wife, greet the press cordially.
 - b. The Prime Minister, along with his wife, greets the press cordially.

Learning Outcomes:

- Students will be able to identify the singular and plural subjects and verbs in sentences.
- Students will be able to explain the rules for subject-verb agreement
- Students will be able to identify and correct errors in subject-verb agreement.
- Students will be able to connect numbers to verbs.
- Students will be able to construct grammatically correct sentences.

Integrated Grammar

Q. In each of the following lines, there is an error, which has been underlined. Choose the correct option to replace it.

Children loves picnics and outings with their parents, though they are equally happier doing household work with them. Parent may also make their children feels special by doing some least things for them. Bedtime stories, for example, can made children really happy and sleeping well. Simply talking to them about their day is also required to shows that the parents care with their children.

a. loved

b. love

a. happy

b. happiest

a. Parenting

b. Parents

a. feel

b. felt

a. little

b. less

a. making

b. make

a. sleep

b. slept

a. showed

b. show

a. for

b. on

