

5

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# Preface

*Everyday English Grammar and Composition* is a series of grammar books for classes 1 to 8. This systematically graded series introduces concepts of grammar in a creative and friendly manner. Proficiency in the spoken and written forms of English can be achieved only with the confidence of correctness. *Everyday English Grammar and Composition* familiarizes learners with the structures and usage to develop accuracy and finesse in the use of English.

The features of the series include progressively graded exercises, easy definitions, interesting puzzles and games, picture-based tasks, group activities, review exercises and attractive illustrations.

The exercises in these books are organized in a logical order from the easy to the difficult offering varying levels of challenge to learners of different abilities and skills. The simple, jargon-free language of the instructions will make grammar a likeable subject for children. Puzzles, crosswords and grammar games in these books are based on the concept of knowledge through fun. Vocabulary exercises and basic comprehension tasks make *Everyday English Grammar and Composition* a varied language-learning package. The books can be used both in the classroom and at home since the learning tasks require minimal supervision.

Each book is complemented by worksheet sets that carry extra exercises for practice. The worksheets help learners perfect their understanding of each concept learned in the corresponding chapters.

We are confident that *Everyday English Grammar and Composition* will become a reliable resource for teachers and give students an enjoyable learning experience.

# Contents

1	Nouns.....	1
2	Singular and Plural Nouns.....	8
3	Nouns and Gender.....	13
4	Pronouns.....	15
5	Verbs.....	20
6	Adjectives and Comparison.....	23
	Worksheets 1–11.....	31–42
	Test 1.....	43
7	The Hare and the Tortoise (Again!) <b>COMPREHENSION A</b> .....	45
8	Present Tense.....	48
9	Past Tense.....	55
10	Future Tense.....	60
11	Adverbs.....	63
	Worksheets 12–17.....	69–74
	Test 2.....	75
12	On Becoming a Climber <b>COMPREHENSION b.</b> Friends.....	77
13	Articles.....	80
14	Punctuation.....	84
15	Sentences.....	88
16	Negative Sentences.....	93
17	Prepositions.....	96
18	Conjunctions.....	100
19	Direct and Indirect Speech.....	102
20	The Boy Who Never Told a Lie <b>COMPREHENSION C</b> .....	109
21	Idioms.....	111
22	Vocabulary.....	113
	Worksheets 18–25.....	118–129
	Test 3.....	130
23	Writing.....	132
24	The Tower <b>COMPREHENSION d.</b>	138

# 1

# Nouns

A **noun** is the name of a person, place, animal, thing, idea or emotion. In short, it is a **naming word**.

## Common and Proper Nouns

- **Common nouns** are the general names of people, places or things of the same kind. They do not refer to particular people, places or things. They usually begin with a small letter.

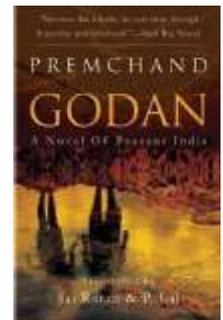
school    train    gardener    toy    box    picture

- **Proper nouns** are the names of particular people, places or things. They always begin with a capital letter.

Rahim    Mount Abu    Thursday    Pepsi

**A** Underline the nouns in the following sentences. Write **CN** above common nouns and **PN** above proper nouns.

1. Munshi Premchand was a great writer.
2. He wrote many books in Hindi.
3. One of his famous books is *Godan*.
4. His books are generally set in the villages of northern India.
5. His books have been translated into many languages.
6. *Godan* is available in Urdu, Hindi and English.



**B** The words in each of the following rows are specific examples of a larger group. Write the names of the groups they belong to.

1. yellow, orange, blue ..... **colours** .....
2. peacock, woodpecker, eagle .....
3. football, hockey, badminton .....
4. tea, cold drinks, coffee .....

5. Ganges, Yamuna, Tapti .....
6. table, chair, bed .....
7. Tokyo, Mumbai, Los Angeles .....
8. mango, banana, watermelon .....
9. Sunday, Wednesday, Thursday .....
10. pen, pencil, notebook .....

**C** Read the descriptions given below. Choose from the box a name that matches each description and write it in the given space.

vegetarian    patriot    host    optimist    pessimist  
 optician    confectioner    pilot    actor    baker

1. sells sweets and pastries .....
2. flies an aeroplane .....
3. bakes bread .....
4. acts in plays or movies .....
5. always expects good things to happen .....
6. does not eat meat .....
7. always expects bad things to happen .....
8. loves his/her country .....
9. invites guests to a party .....
10. sells spectacles .....

### Collective Nouns

**Collective nouns** are the names of groups of people, animals or things.

a *team* of cricket players

a *flock* of sheep

a *bouquet* of flowers

**D** Choose the correct noun to complete each sentence.

1. A **bale** of \_\_\_\_\_ fell off the cart. (cotton/boxes)
2. We saw a **pride** of \_\_\_\_\_ resting near the pond. (crocodiles/lions)
3. A **gaggle** of \_\_\_\_\_ was swimming in the lake. (geese/fish)
4. The child was lost in the **crowd** of \_\_\_\_\_ outside the theatre.  
(monkeys/people)
5. A **troupe** of \_\_\_\_\_ was invited from Australia. (politicians/dancers)
6. The captain could not find an able **crew** of \_\_\_\_\_, (whales/sailors)
7. Sharif bought a **bouquet** of \_\_\_\_\_ for his wife. (grapes/flowers)
8. The carpenter carved a beautiful **chest** of \_\_\_\_\_, (drawers/desks)
9. The boy plucked a **bunch** of \_\_\_\_\_ from the vineyard.  
(grass/grapes)
10. The explorer had a **fleet** of ten \_\_\_\_\_, (ships/trains)
11. Akhil recognized a few **constellations** of \_\_\_\_\_, (stars/meteors)
12. A **congregation** of \_\_\_\_\_ assembled to pray. (devotees/customers)
13. John ran up the **flight** of \_\_\_\_\_, (stairs/planes)
14. The **suite** of \_\_\_\_\_ booked for us was huge. (rooms/clothes)
15. Suman bought a **string** of \_\_\_\_\_ for her mother. (bracelets/pearls)

**E** Correct the mistakes in the use of collective nouns in the following sentences and rewrite them.

1. A pride of spectators gathered around the winner.

.....

2. My suitcase rolled down the flight of chairs.

.....

3. Did you find a bouquet of keys on this table?

.....

4. The ship had a team of singers aboard.

.....

5. Our submarine followed a shoal of geese.

.....

**F** Fill in the blanks with suitable collective nouns from the box.

1. The clerk tripped and dropped the whole ..... of papers.

2. The little boy was frightened by a ..... of ants.

3. A ..... of judges sat down to discuss the matter.

4. During our scuba-diving session, we saw ..... of fish darting about.

5. The colonel was very strict with his  
..... of soldiers.

6. The police are looking for the notorious  
..... of robbers.

7. The deer hid behind a ..... of trees.



8. The teacher greeted the ..... of pupils.

9. This big building has several ..... of offices.

10. After the programme the dancers bowed to the .....

**G** Fill in the blanks with suitable nouns from the box.

1. Mr Palanivel is a member of the board of ..... of Ritu Textiles.

2. The plane flew over a range of .....

3. A herd of ..... stood on the road and caused a traffic jam.

4. A pack of ..... surrounded the rabbits.

5. A panel of ..... was appointed to inquire about the accident.
6. A swarm of ..... descended on the garden.
7. The cast of ..... reached the location early in the morning.
8. A murder of ..... cawed outside my window.

### Abstract Nouns

Nouns that name ideas, qualities and feelings are called **abstract nouns**.

friendship, honesty, happiness

- Abstract nouns are often formed from adjectives.

The *brave* army men fought in the battle. (adjective)

The army men fought with *bravery* in the battle. (noun)

In the second sentence, we changed the adjective *brave* into the abstract noun *bravery*.

- Abstract nouns can also be formed from verbs.

Ramola *knows* German very well.

Ramola's *knowledge* of German helped us while getting around in Austria.

In the second sentence, we changed the verb *know* into the abstract noun *knowledge*.

**H** Given below is a list of nouns. Circle the abstract nouns among them.

sorrow	porcupine	grief	hope
lantern	anger	container	tolerance
happiness	tractor	despair	chalk

**I** Change the words in red into abstract nouns and use them to fill in the blanks.

1. The *courageous* soldiers moved ahead. Everyone praised them.  
Everyone praised the soldiers for their .....
2. We should be *kind* to animals.  
Let's show ..... to animals.



3. The teacher was **patient** with the children.  
The teacher showed a lot of \_\_\_\_\_ with the children.
4. **Lazy** people often fail.  
Some people often fail due to their \_\_\_\_\_.
5. Mr Menon is so **gentle** that everyone likes him.  
Mr Menon's \_\_\_\_\_ makes him likeable to everyone.

**J** Tick (✓) the correct abstract nouns from those given in brackets.

1. My teacher gave me a good piece of (advice/patience).
2. The detective's (intelligence/kindness) helped him solve the case.
3. (Pride/Choice) always has a fall.
4. Birbal's (wisdom/height) made him famous in Akbar's kingdom.
5. Subhas Chandra Bose showed great (patriotism/dishonesty) and fought for his country.
6. (Honesty/Cruelty) is the best policy.

**K** Fill in the blanks with verbs and abstract nouns.

Verb	Abstract Noun	Verb	Abstract Noun
1. arrive	_____	6. _____	departure
2. _____	choice	7. discover	_____
3. _____	invention	8. _____	destruction
4. invade	_____	9. _____	prevention
5. defend	_____	10. interfere	_____

**L** Fill in the blanks with abstract nouns formed from the words given in brackets.

1. Ambika needed her teacher's \_\_\_\_\_ to leave the class. (permit)
2. The doctors waited for the \_\_\_\_\_ of the child's mother. (arrive)
3. \_\_\_\_\_ leads to violence. (hate)
4. India achieved its \_\_\_\_\_ after much struggle. (free)

5. The ..... of this room is exactly the same as its .....  
(long, wide)
6. There was a lot of ..... in the classroom when the teacher announced the picnic. (excite)

### Possessive Forms of Nouns

**Possessive forms of nouns** show **belonging** or **ownership**. We put an **apostrophe (')** after a noun to make its possessive form.

- To **singular** nouns, add an **apostrophe (')** and **s**.  
the dog's food    my brother's football
- To **plural** nouns that **end in s**, add an **apostrophe (')** only.  
the dogs' food    my brothers' football
- To **plural** nouns that **do not end in s**, add an **apostrophe (')** and **s**.  
the men's shirts    the children's toys
- When something belongs to **more than one person** and we mention the names of all of them, add an **apostrophe (')** to the **last noun**.  
Zahid, Junaid and Sahil's bats

#### **M** Add apostrophes (') wherever required in the given sentences.

1. The teachers table was painted red, which annoyed her very much.
2. My fathers office is near my mothers shop.
3. The womens dresses were very expensive even after the discount.
4. Anil is packing Anu, Reema and Sanjays lunch.
5. Three boys bikes were parked in the driveway.
6. Where is Harjinders pencil box?
7. I put on Prajiths hat by mistake.

#### Grammar Game

Divide the class into groups of 6–8 children. Ask the groups to collect nouns from the first page of the day's newspaper. All groups should work on the same page. Each group should then list the nouns in various categories – common, proper, collective, abstract and possessive forms. Discuss the lists in class. The team that has the maximum number of correct nouns is the winner.

For  
Teachers

# 2

## Singular and Plural Nouns

### Singular and Plural Nouns

**Singular nouns** refer to one person, idea or thing.

Ajit bought a *gift* for his mother.

**Plural nouns** refer to more than one person, idea or thing.

Ajit bought many *gifts* for his sister.

There are several ways to form plurals of singular nouns.

1. We add *-s* to make some nouns plural.

chair ~ chairs      picture ~ pictures

2. If a noun ends in *-s*, *-ss*, *-x*, *-sh* or *-ch*, we add *-es* to form the plural.

bus ~ buses      box ~ boxes      church ~ churches  
loss ~ losses      wish ~ wishes

3. If a noun ends in *-y* and there is a consonant before the *-y*, we drop the *-y* and add *-ies*.

baby ~ babies      lady ~ ladies

4. If a noun ends in *-y* and there is a vowel before the *-y*, add *-s*.

boy ~ boys      toy ~ toys

5. From most nouns that end in *-f* or *-fe*, we drop the *-f* or *-fe* and add *-ves*.

knife ~ knives      leaf ~ leaves

6. To most nouns that end in *-o*, we add *-es*.

mango ~ mangoes      tomato ~ tomatoes

7. Some nouns **remain unchanged** in the plural.

sheep ~ sheep      deer ~ deer  
fish ~ fish      aircraft ~ aircraft

8. Some nouns **change in an irregular manner**.

ox ~ oxen      foot ~ feet

9. There are some nouns that are **always plural**.

scissors      trousers      clothes

10. Sometimes the plural is formed by adding *-s* to the main word in a compound word.

son-in-law ~ sons-in-law      sister-in-law ~ sisters-in-law

**Keep in Mind**

When we change the singular nouns in a sentence into their plural forms, we often need to make some other changes in the sentence.

a/**one** cup ~ **many** cups

**this** cup ~ **these** cups

**that** cup ~ **those** cups

The cup **is** red. ~ The cups **are** red.

The cup **was** broken. ~ The cups **were** broken.

The cup **has** a handle. ~ The cups **have** handles.

**his/her/its** cup ~ **their** cups

**A** Change the nouns in red into plurals. Make other necessary changes and rewrite the sentences.

1. An **ox** is ploughing the field.

.....

2. That **knife** is blunt.

.....

3. The **child** took part in the debate.

.....

4. A **rabbit** has long ears.

.....

5. The **policeman** was running after the thief.

.....

6. I don't remember where your **photograph** is.

.....

**B** Change the nouns in red into their singular forms. Make other necessary changes and rewrite the sentences.

1. The **sons-in-law** held a meeting with their fathers.

.....

2. The **mares** gave birth to many foals.

.....

3. You must change your **toothbrushes** every month.

.....

4. The **ponies** were tired after the journey uphill.

.....

5. The **women** wore traditional dresses for the school function.

.....

6. The **dwarfs** were friendly creatures.

.....

### Countable and Uncountable Nouns

- Some nouns refer to entities that we can count. Such nouns are called **countable nouns**. Countable nouns have singular and plural forms. We use *a, an, many, some, any, few* or *a few* before these nouns.

*a* bird ~ *ten* birds

*a* book ~ *three* books

*an* umbrella ~ *five* umbrellas

- Some nouns refer to entities that we cannot count. Such nouns are called **uncountable nouns**. Uncountable nouns are always used in the singular.

air    information    weather    meat    milk    music

- We use expressions like *enough, much, some, any, little, a little, a lot of* or *plenty of* before some uncountable nouns to indicate quantity.

*some* food                      *a pinch of* salt                      *a little* sugar

*plenty of* water                      *some* advice                      *a piece of* advice

- Sometimes we count the number of containers which contain these uncountable things to express quantity.

*a bucket of* water                      *a can of* cola                      *a spoonful of* sugar

*a glass of* water                      *three packets of* salt                      *two cubes of* sugar

*two jugs of* water

- *Some* and *any* can be used with both countable and uncountable nouns.

*some* books                      *some* water  
*any* cups                          *any* coffee

Given below are some other uncountable nouns and their usage.

bread	<i>a loaf of</i> bread	<i>a slice of</i> bread
furniture	<i>a piece of</i> furniture	<i>a lot of</i> furniture
hair	<i>a few strands of</i> hair	<i>a strand of</i> hair
ink	<i>several bottles of</i> ink	<i>many cartridges of</i> ink
tea	<i>a cup of</i> tea	<i>a kettle of</i> tea

### C Underline the countable nouns and circle the uncountable nouns.

1. Alisha likes to eat biscuits with milk.
2. Sheetal found a strand of hair in her soup.
3. Shalini's hair is very long.
4. The monkey ate five bananas and some nuts.
5. We cannot survive without food and water.
6. I have some apples in my bag.
7. May I have a glass of water?
8. The teacher carried two books with her.
9. How much money is needed to buy two litres of sunflower oil?
10. Most children love ice cream.



### D Underline the correct words from those given in brackets.

1. Add (a little/many) salt to the dish.
2. Geeta bought (a/a loaf of) bread, six eggs and (a bottle of/ much) milk from the shop.
3. Jalan had (enough/few) money to buy a new suit.
4. The carpenter does not earn (much/many) money.
5. The child had (some/few) milk before he went to sleep.
6. Deepak felt uncomfortable after having too (many/much) food.
7. Do you have (any/many) information about the missing boy?



**E Rewrite the following sentences correctly.**

1. There is too many sugar in my cup of tea.

.....

2. How much books do you have?

.....

3. My grandmother gave me many advices.

.....

4. The professor has a lot of knowledges.

.....

5. There is a few rice left in the plate.

.....

6. The mason carried much bricks up the stairs.

.....

7. How many furnitures did you buy for your new house?

.....

8. There are lots of dusts in this room.

.....

9. The painting contest was cancelled because there was few participants.

.....

10. In winter the mountains get covered with snows.

.....

# 3

## Nouns and Gender

Nouns are divided into four categories according to the gender they refer to.

- A noun that refers to a **male** is said to be of the **masculine** gender.  
uncle duke tiger lion
- A noun that refers to a **female** is said to be of the **feminine** gender.  
aunt duchess tigress lioness
- A noun that can refer to **both a male and a female** is said to be of the **common** gender.  
child parent servant cousin
- A noun that refers to a **non-living thing** that is **neither a male nor a female** is said to be of the **neuter** gender.  
car table book valley

### A Fill in the blanks with suitable nouns of the neuter gender.

grapes room books cups plants toys

1. The children had scattered the ..... in their room .
2. .... need care and love to grow well.
3. That ..... does not get enough sunlight.
4. Samarth picked a bunch of ..... from the basket.
5. The children broke the ..... on the table while playing with a ball.
6. Blessy went to the library to borrow some history .....



### B Write nouns of opposite gender beside the following nouns.

- |                  |                  |
|------------------|------------------|
| 1. milkman ..... | 6. peahen .....  |
| 2. hero .....    | 7. host .....    |
| 3. monk .....    | 8. emperor ..... |
| 4. gander .....  | 9. witch .....   |
| 5. king .....    | 10. bride .....  |

**C** Rewrite the sentences replacing the nouns in red with nouns of opposite gender.

1. A thief was caught by a policeman.  
.....
2. There are five men living in the hostel at present.  
.....
3. The king and the prince are walking in the garden.  
.....
4. My father has two nieces who live in Bangkok.  
.....
5. The instructor asked the boys to follow him while exercising.  
.....
6. The peacock did not like being in a cage.  
.....
7. The duke had a beautiful white horse.  
.....
8. The wizard turned the goose into a tigress.  
.....
9. The priest blessed the poet.  
.....
10. The milkman was ill, so his daughter delivered the milk.  
.....

**Grammar Game**

Divide the class into 4 teams. Make about 40 cards, each of which will carry a noun indicating gender. Call a child from one team. Let him/her stand with his/her back towards the class. Show any one card to the other children. A child from his/her team will call out the noun opposite in gender to the noun on the card. The child with his/her back to the class has to guess and say the word and write it on the board. If he/she guesses correctly, his/her team wins 5 points.

For Teachers

# 4

## Pronouns

**Pronouns** are the words that are used in place of nouns. They help us avoid repetition of nouns. There are various kinds of pronouns. Given below are some pronouns of different kinds.

I, we, me, you, he, him, she, her, it, us, them, they, mine, ours, yours, his, hers, theirs, who, whom, which, myself, yourself, this, that

### Personal Pronouns

**Personal pronouns** are used in place of the names of persons, animals and things. The table below lists the personal pronouns in English.

	Personal Pronouns	Gender			
<b>First Person:</b> speaker(s)	I, me, mine (singular) we, us, ours (plural)	common			
<b>Second Person:</b> listener(s)	you, yours (singular and plural)	common			
<b>Third Person:</b> person(s), animal(s) or thing(s) spoken about	<table border="0"> <tr> <td>                     he, him                      she, her                      it                      they, them (plural)                 </td> <td style="font-size: 2em; vertical-align: middle;">}</td> <td style="vertical-align: middle;">(singular)</td> </tr> </table>	he, him she, her it they, them (plural)	}	(singular)	masculine feminine neuter common
he, him she, her it they, them (plural)	}	(singular)			

### A Fill in the blanks with suitable personal pronouns.

- The captain and the team members posed with the trophy. \_\_\_\_\_ had won \_\_\_\_\_ again after five years.
- The little boy started crying whenever his mother left \_\_\_\_\_ alone.
- Robert asked Akhil, 'Can \_\_\_\_\_ get \_\_\_\_\_ a cup of coffee?'
- When I entered the office, the guard asked \_\_\_\_\_ for the identity card.
- Satheesh and I saw some poor children begging in the street. \_\_\_\_\_ bought bread and eggs for \_\_\_\_\_.

## Possessive Pronouns

*Mine, ours, his, hers, yours, its* and *theirs* are **possessive pronouns**. They replace nouns and also show possession, ownership or belonging. They are written without an apostrophe.

The ball is *his* and the bat is *mine*.

That dress is not *yours*. It is *hers*.

The books are not *theirs*.

### Keep in Mind

Possessive forms of nouns need an apostrophe whereas possessive pronouns don't.

Is that kitten *Aman's*? (possessive form of noun)

Is that kitten *yours*? (possessive pronoun)

### B What are the possessive pronouns that can replace the words in red? Write them in the given space.

1. These spectacles are *John's* (.....).
2. My umbrella is broken. May I borrow *the one that belongs to you* (.....)?
3. These pills are *my grandmother's* (.....).
4. The red dolls are *Nicky and Leela's* (.....).
5. The bags on the table are *the ones belonging to Shirshendu, Sonia and me* (.....).

## Reflexive Pronouns

When the subject in a sentence is also the receiver of the action (object), we use **reflexive pronouns** to avoid repetition.

The cat saw *itself* in the mirror.

Reflexive Pronouns	
<b>First Person</b>	myself, ourselves
<b>Second Person</b>	yourself, yourselves
<b>Third Person</b>	himself, herself, itself, themselves

**C** Fill in the blanks with the reflexive pronouns given below.

herself    itself    themselves  
ourselves    himself    myself    yourself

1. She hurt ..... during dance practice.
2. He taught ..... Japanese by reading books.
3. We were satisfied with ..... after painting the wall.
4. Some animals clean ..... with their tongues.
5. The cat licked ..... clean.
6. I looked at ..... in the mirror.
7. Give ..... more practice if you want to win the match.



**Relative Pronouns**

*Who, whom, whose, which* and *that* are **relative pronouns**. They are used to join parts of a sentence. Relative pronouns begin a descriptive part of the sentence.

The girl is wearing a red dress. The girl is my sister.

The girl *who* is wearing a red dress is my sister.

Ravi met an old man on the riverbank. The man is a wizard.

The old man *whom* Ravi met on the riverbank is a wizard.

**Keep in Mind**

- *Who, whom* and *whose* are used to talk about people.
- *That* is used to talk about people, animals and things.
- *Which* is used to talk about animals and things only.

**D** Fill in the blanks using appropriate relative pronouns.

1. Please return the book ..... I gave you.
2. The man ..... fell from the stage yesterday was an actor.
3. The boy ..... is painting is my brother.
4. The lady ..... purse was stolen went to the police.
5. The novelist ..... won the prize will visit our city next month.



**E** Join the sentences using relative pronouns.

1. The vase is blue. It is from China.

.....

2. I saw a dog. It was rather ferocious.

.....

3. My friend lives in Ludhiana. She swims very well.

.....

4. This is the girl. You gave her a flower.

.....

5. This is the man. His car broke down yesterday.

.....

**Demonstrative Pronouns**

Demonstrative pronouns *this*, *that*, *these* and *those* show or point out the person or thing to which they refer. They are usually followed by verbs.



*This* is a mouse.



*These* are mice.

**F** Complete the sentences by choosing suitable demonstrative pronouns from those given in brackets.

1. .... is the room where we practise dance. (These/This)

2. Whose shoes are .....? (these/this)

3. .... is the most expensive variety of tea available. (Those/This)

4. .... are the kites I want to buy. (Those/That)

5. Tina's mother said, '..... are your aunts from Guntur. They will be with us for a week.' (These/That)

## Interrogative Pronouns

Interrogative pronouns like *who*, *whom*, *whose*, *which* and *what* are used to ask questions. They are usually placed before a verb. As we have already seen *who*, *whom*, *whose* and *which* function as relative pronouns when they are not part of questions.

*What* was that noise?

*Who* will introduce the singer?

With *whom* will you go to the market?

*Whose* is that blue jacket in the corner?

*Which* is your school?

### G Complete the sentences with suitable interrogative pronouns.

what      who      whom      which

- \_\_\_\_\_ will bring the books from the shelf?
- \_\_\_\_\_ are the books you want?
- With \_\_\_\_\_ did you come to the library?
- \_\_\_\_\_ will you do if nobody brings them for you?
- To \_\_\_\_\_ will you give the books after reading them?
- \_\_\_\_\_ is your opinion about the maintenance of this library?

### H Replace the words in red with pronouns and rewrite the sentences.

- Amina* plays the veena and the guitar very well.

.....

- Mr Sarkar gives lessons to *Amina* every Sunday.

.....

- Amina* is Mr Sarkar's favourite student.

.....

- This beautiful veena is *Amina's*.

.....

- Amina* hopes to play *the veena* on stage some day.

.....

# 5

## Verbs

**Verbs** express **action**, **being** and **possession**. We cannot form a sentence without a verb. Sometimes we use more than one word to form the verb in a sentence.

Smita **walks** in the garden. (one word)

Smita **is walking** in the garden. (two words)

- Some verbs express actions.  
go sit run crawl scream
- Different forms of the verb **be** tell us what a person or a thing is.  
is are am was were been being
- Different forms of the verb **have** show possession or belonging.  
has have had
- The verbs **be**, **have** and **do** can be used both as main verbs and as helping verbs.  
He **is** a handsome boy. (main verb)  
Ria **is** going to school. (helping verb)  
Sam **has** a pet dog. (main verb)  
Sam **has** completed his work. (helping verb)  
I **do** my work very fast. (main verb)  
He **does** not go to bed before 9 p.m. (helping verb)

### A Complete each sentence choosing the correct verb from the strip.

were has have (2) do does are was (2)

1. There..... a bathtub in the hotel room.
2. Where ..... you kept my cap?
3. Where..... the keys to the house?
4. How ..... magicians perform their tricks?
5. Where ..... Shilpa live?
6. How many students ..... paid the fees?



7. \_\_\_\_\_, Roohi eaten all the biscuits?
8. Tara said, 'I \_\_\_\_\_ going to the market. There \_\_\_\_\_, too many buses on the road causing a traffic jam. I had to come back home.'

### Subject–Verb Agreement

The subject and the verb in a sentence must agree in number. Look at the following graphical illustration.



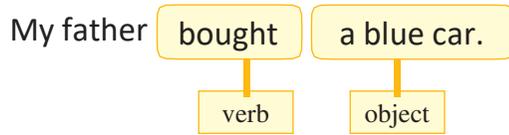
- If the **subject** in a sentence is **singular**, the **verb** should also be **singular**.  
*The hen lays* an egg.  
*Rafiq is playing* football.
- If the **subject** in a sentence is **plural**, the **verb** should also be **plural**.  
*Hens lay* eggs.  
*Rafiq and Joseph are playing* football.
- With *you* and *I* we always use a **plural verb**.  
*You are* happy today.  
*You type* with your eyes closed. Amazing!  
*I swim* very well.

**B** Circle the subject in each sentence and tick (✓) the correct verb of the ones given in brackets.

1. The people in my neighbourhood (is/are) very helpful.
2. The plants in the garden (need/needs) to be watered.
3. All students except Susan (plan/plans) to attend the school picnic.
4. Simran (want/wants) to travel around Africa.
5. This book by A.K. Ramanujan (has/have) good stories.
6. Any student who is late to school (is/are) sent home.
7. A few branches of the neem tree in my garden (has/have) broken in the storm.

## Transitive and Intransitive Verbs

The **object** in a sentence is the word that receives the action of the verb.



- A **transitive verb** always takes an object. ■ verb   ■ object  
 The shelf **holds**. (incomplete without an object)  
 The shelf **holds** **three books**. (complete with an object)
- An **intransitive verb** does not take an object.  
 The train **arrived** on time. (no object is needed)
- Many verbs can be either **transitive** or **intransitive** depending on how they are used in a sentence.  
 The audience **watched** **the play *Julius Caesar***. (transitive verb)  
 The cook **watched** while the vegetables were being cut. (intransitive verb)

An easy way to find out whether a verb is transitive or intransitive is to ask the questions **who** and **what** to the verb. If there is an answer, the verb is transitive.

1. Vinnie played cricket.  
 Vinnie played (who?) – no answer  
 Vinnie played (what?) – cricket (So the verb is transitive.)
2. Smita slept early today.  
 Smita slept (who?) – no answer  
 Smita slept (what?) – no answer (So the verb is intransitive.)

### **C** State whether the verbs in red are transitive or intransitive.

1. The bookseller **sold** some books to the boy. \_\_\_\_\_
2. The little boy **cried** when his toy broke. \_\_\_\_\_
3. The sun **rose** up in the sky. \_\_\_\_\_
4. I **took** a bus to my uncle's house. \_\_\_\_\_
5. She **understood** the question the teacher had asked. \_\_\_\_\_
6. Yes, I don't **like** people who tell lies. \_\_\_\_\_
7. I **wrote** a letter to my friend in England. \_\_\_\_\_
8. Sunita **bought** a new dictionary. \_\_\_\_\_

# 6

## Adjectives and Comparison

An **adjective** is used to describe a noun or a pronoun. It answers the questions *whose*, *what kind*, *which one*, *how many* or *how much*.

*My* brother is standing alone. (*Whose* brother?)

The *big* elephant trumpeted loudly. (*What kind* of elephant?)

*This* car belongs to Mr Stephen. (*Which* car?)

*Three* birds sat on a branch. (*How many* birds?)

There was *a lot of* money in the bag. (*How much* money?)

In a sentence, an adjective can be placed at three places:

- before a noun  
a *beautiful* house      an *honest* boy
- after the various forms of the verb *be* (*is*, *am*, *are*, *was*, *were*, *been* and *being*)  
Manani is *tall*. She is *smart* too.  
Rupa has been *ill* for a week.
- after verbs like *look*, *seem*, *grow*, *feel*, etc.  
This looks *strange*.  
She seems *happy*.

### A Circle the suitable adjectives in the following sentences.

1. (My/This) brother saw a (strange/familiar) creature that looked like a dinosaur.
2. Saurabh is so (naughty/obedient) that all the teachers love him.
3. The tamarind chutney was so (sweet/sour) that it gave me a sore throat.
4. The (proud/modest) athlete gave all the credit to his (few/two) coaches.
5. The flowers in the vase were (real/fat).
6. (Some/This) archaeologists have found the ruins of an (ancient/energetic) temple near Varanasi.
7. (My/Five) sister bought a (lonely/beautiful) hat with a (long/fat) (whiter/white) feather on it.



## Adjectives of Quality

Adjectives of quality tell us about the quality of something. They answer the question *what kind*.

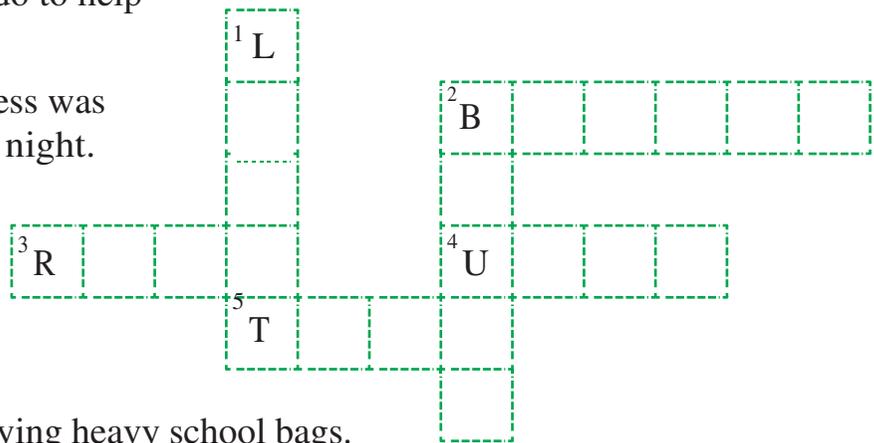
There were *white* swans in the lake.

The Gwalior Fort in Madhya Pradesh is very *beautiful*.

**B** Underline the adjectives of quality in the sentence clues. Then complete the crossword with the opposites of the adjectives you have underlined.

### Across

2. *The Kite Runner* is an interesting book.
3. What can children do to help poor people?
4. The beautiful princess was not able to sleep at night.
5. The cream used for the pudding was very thick.



### Down

1. We are tired of carrying heavy school bags.
2. Children should not play with toys that have sharp edges.

**C** Rewrite these sentences by replacing the words in red with suitable adjectives from the box. Make appropriate changes in the sentences if required.



1. Sonalika likes to read books that are *able to capture her interest*.  
.....
2. After the football match, Rohan's shoes were *covered with dirt*.  
.....
3. After the rains, there appeared a rainbow *full of colour* in the sky.  
.....

4. When Varun saw his result, he was **full of happiness**.

.....

5. Abhimanyu is a man **without fear**.

.....

6. Saransh is intelligent and **full of wit**.

.....

7. Farooq's bus journey to Leh was **without any comfort**.

.....

### Adjectives of Quantity and Number

Adjectives of quantity answer the question *how much*. They are usually used with uncountable nouns.

Give me *some* money.

I don't have *much* work to do.

Adjectives of number answer the question *how many*. They are usually used with countable nouns.

There are *seven* marbles in the box.

*Many* birds were flying over the tree.

#### **D** Fill in the blanks with suitable adjectives.

- Rubina goes to the gym \_\_\_\_\_ days a week. (five/enough)
- Mr Malhotra asked, 'How \_\_\_\_\_ sugar have you put in the tea?' (many/much)
- \_\_\_\_\_ clouds floated in the sky in the evening. (All/Several)
- David said, 'Give me \_\_\_\_\_ ice cream. I am hungry.' (some/few)
- There is \_\_\_\_\_ (several/little) rice in the sack.

### Demonstrative Adjectives

A demonstrative adjective points out a specific person, animal, place or thing. It answers the question *which one*. The demonstrative adjectives in English are *this, these, that* and *those*.

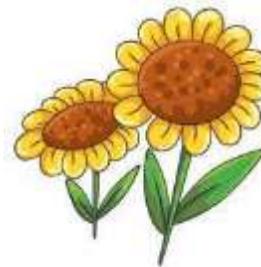
*This* bike is not mine.

I don't like *those* curtains.

**E** Fill in the blanks with the correct demonstrative adjectives.

this that these those

1. Why is ..... room so untidy?
2. .... flowers are native to China.
3. Who are ..... people standing across the road?
4. Will you help me put ..... carton in the cupboard?



**Keep in Mind**

The words *this*, *these*, *that* and *those* are also used as pronouns. A demonstrative adjective is usually placed before a noun since it qualifies a noun. A demonstrative pronoun is usually placed before a verb.

*That* is my little sister. (demonstrative pronoun)

*That* girl is my little sister. (demonstrative adjective)

**Possessive Adjectives**

Possessive adjectives answer the question *whose*. They show possession, belonging or ownership.

*Her* suitcase is not properly locked.

*My* friend lives very close to *my* house.

Do not confuse personal and possessive pronouns with possessive adjectives. Remember possessive adjectives are always used before a noun.

		Personal Pronouns			Possessive	
					Pronouns	Adjectives
<b>First Person</b>	singular	I	me	mine	mine	my
	plural	we	us	ours	ours	our
<b>Second Person</b>	singular/ plural	you	you	yours	yours	your
<b>Third Person</b>	singular	he	him	his	his	his
		she	her	hers	hers	her
		it	it	its	its	its
	plural	they	them	theirs	theirs	their

**F Underline the possessive adjectives and circle the possessive pronouns.**

1. John is tall. His feet are big. These shoes are his.
2. This letter isn't mine. It is his letter.
3. Our parents impart good values to us.
4. Are those chocolates yours? My chocolates are in that box.
5. My hair is brown. It is not black like yours.

## Degrees of Comparison

We use **adjectives** to **compare two or more people, animals or things**. The form of the adjective will depend on the kind of comparison we make.

There are three degrees of comparison: the **positive** degree, the **comparative** degree and the **superlative** degree.

1. The **positive degree** of an adjective is used when **no comparison** is involved.  
Arjun is a **young** man.
2. The **comparative degree** of an adjective **compares two people, animals or things**. We add **-r** or **-er** to most adjectives to form their comparative. In some cases, we add **more** before the adjective. We often use **than** with comparative adjectives.  
My box is **larger than** yours.  
Arjun is **younger than** Sushant.  
Sushant is **more sensible than** Arjun.
3. The **superlative degree** is used when we **compare more than two people, animals or things**. We either add **-st** or **-est** to the adjectives or use **most** before some adjectives to form superlatives. Superlative adjectives are used with the article **the** before them.  
**The largest** bed belonged to papa bear.  
Nihal is **the youngest** of the three boys.  
Sushant is **the most sensible** of the three boys.

Note the various ways of forming comparatives and superlatives.

1. tall ~ taller ~ tallest (add **-er** or **-est**)
2. big ~ bigger ~ biggest (double the last letter and add **-er** or **-est**)
3. easy ~ easier ~ easiest (replace the **-y** with **-i** and add **-er** or **-est**)
4. large ~ larger ~ largest (add **-r** or **-st** to words ending in **-e**)

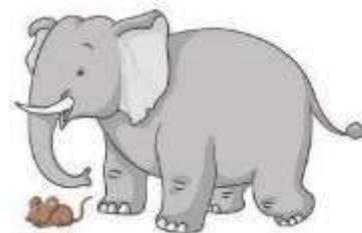
5. cheerful ~ *more* cheerful ~ *most* cheerful (add *more* or *most* to the word)
6. bad ~ *worse* ~ *worst* (change the word)

**G** The table below has one form of an adjective in each row. Complete the table by filling in the other two forms in the correct columns.

Positive	Comparative	Superlative
.....	.....	tallest
happy	.....	.....
.....	more difficult	.....
.....	younger	.....
good	.....	.....
.....	.....	heaviest
cheap	.....	.....
comfortable	.....	.....
.....	.....	cleverest
.....	narrower	.....

**H** Underline the suitable adjectives.

1. An elephant is (big/bigger) than a mouse.
2. David is the (youngest/younger) boy in the class.
3. This is the (easier/easiest) question out of the ten given.
4. The red car is (more expensive/expensiver) than the green one.
5. Today is the (hotter/hottest) day of the season so far.
6. This is the (more beautiful/most beautiful) building in the entire complex.



**I** Put the words in the correct order to form meaningful sentences.

1. the | Ruchika | smartest | is | student | in our class

.....

2. biggest | an | animal | is | the | in the zoo | elephant

.....

3. Akhil | than | taller | is | other boys | twelve | class | the | in

.....

4. Mt Fuji | higher | than | in | Japan | is | mountain | any other

.....

5. Tanushree | the | swimmer | fastest | of | her | team | is

.....

6. colder | December | is | than | October

.....

**J** Use the clues to write sentences with correct superlative adjectives.

1. Walter – cute – my class

**Walter is the cutest boy in my class.**

2. the blue whale – big animal – earth

.....

3. dog – faithful – animal – world

.....

4. Shruti – fast – runner – team

.....

5. Mt Kilimanjaro – high – mountain – Africa

.....

### Incorrect Use of Adjectives

Look at two common mistakes that occur when we use adjectives for comparison.

Rahim is **more taller** than Abraham. (✗)

Rahim is **taller** than Abraham. (✓)

Mumbai is the **most largest** city of India. (✗)

Mumbai is the **largest city** in India. (✓)

#### Keep in Mind

Never use two comparatives or two superlatives together.

#### **K** Rewrite the sentences correctly.

1. A bag full of aluminium is more heavier than one full of cotton.

.....

2. Tomato is the most reddest fruit.

.....

3. The Pacific Ocean is the most deepest ocean in the world.

.....

4. The sun is more brighter than the moon.

.....

5. Capsicum is more greener than cabbage.

.....

6. Eating home-cooked food is more better than eating street food.

.....

7. June is the bestest month to visit Kashmir.

.....

# Worksheet 1

**A Underline the common nouns and circle the proper nouns in the sentences given below.**

1. My sister Supriya studies in Mumbai University.
2. My teacher knows English, Telugu and Spanish.
3. This gallery is exhibiting the paintings of Jamini Roy.
4. The burgers from The Chocolate Club Cafe are delicious.
5. The National Library has important documents other than books.
6. Why is Deepa going to Tokyo in June?
7. The Sahara is the largest hot desert in the world.
8. My uncle bought these biscuits from a bakery in Puducherry.

**B Fill in the blanks by choosing the correct options from brackets.**

1. The \_\_\_\_\_ (engineer/clown) was performing at the \_\_\_\_\_ (hospital/circus).
2. Why was the \_\_\_\_\_ (shopkeeper/gardener) selling defective \_\_\_\_\_ (floors/goods)?
3. Ganga's \_\_\_\_\_ (actor/professor) asked her to write a twenty-page \_\_\_\_\_ (essay/dance).
4. The \_\_\_\_\_ (driver/carpenter) was cutting \_\_\_\_\_ (cake/wood) to make a desk.
5. The \_\_\_\_\_ (soldier/palmist) says he can read your \_\_\_\_\_ (palm/foot) and tell your future.
6. My \_\_\_\_\_ (tailor/plumber) stitched the silk \_\_\_\_\_ (shoes/dress) for me.
7. I want to meet the \_\_\_\_\_ (teacher/painter) who made these \_\_\_\_\_ (dolls/paintings).
8. Mansi wants to be an \_\_\_\_\_ (archaeologist/astronaut) and go to outer space.

# Worksheet 2

## A Fill in the blanks by choosing the correct options from brackets.

1. A \_\_\_\_\_ (tribe/flock) of tourists took photographs in front of the Taj Mahal.
2. The \_\_\_\_\_ (band/pack) of musicians at the wedding played very loud music.
3. The shepherd couldn't find his \_\_\_\_\_ (pride/herd) of sheep.
4. He came out of the room clutching a \_\_\_\_\_ (chest/wad) of notes in his hand.
5. Swapna was wearing a \_\_\_\_\_ (string/bouquet) of pearls at the party.

## B Correct the incorrect use of collective nouns and rewrite the following sentences.

1. A colony of mountains surrounded the valley.  
.....
2. My mother feeds seeds to a troop of sparrows every day.  
.....
3. The army of cobblers was preparing for a battle.  
.....
4. A litter of dolphins was playing in the ocean.  
.....
5. My pet cat gave birth to a bundle of kittens this morning.  
.....
6. A herd of islands surrounds the southern part of the country.  
.....
7. A regiment of experts was judging the case.  
.....

# Worksheet 3

**A** Complete the passage by writing the abstract nouns formed from the words given in brackets.

Mr Raheja wanted to buy a sari for his wife. His \_\_\_\_\_ (choose), however, had never impressed Mrs Raheja. Since Mr Raheja had seen the \_\_\_\_\_ (displease) on his wife's face many times, he decided to seek their daughter's help. Their daughter exercised a lot of \_\_\_\_\_ (patient) in the \_\_\_\_\_ (select) of the sari for her mother. Mrs Raheja, on seeing the beautiful sari, smiled and hugged her daughter and husband in \_\_\_\_\_ (happy).

**B** Make sentences according to the directions given in brackets.

1. generous (Make a sentence with its noun form.)

.....

2. failure (Make a sentence with its verb form.)

.....

3. enthusiasm (Make a sentence with its adjective form.)

.....

4. mature (Make a sentence with its noun form.)

.....

5. fascinate (Make a sentence with its noun form.)

.....

6. luck (Make a sentence with its adjective form.)

.....

7. satisfy (Make a sentence with its noun form.)

.....

8. decision (Make a sentence with its verb form.)

.....

# Worksheet 4

## A Rewrite the sentences according to the instructions given in brackets.

1. Nafisa's sister was sitting on a chair. **(Change the singular nouns to plural nouns. Make other necessary changes.)**

.....

2. The students' books have been misplaced. **(Change the plural nouns to singular nouns. Make other necessary changes.)**

.....

3. The tigers' food was served in large bowls. **(Change the plural nouns to singular nouns. Make other necessary changes.)**

.....

4. Have the child's shoes arrived? **(Change the singular nouns to plural nouns. Make other necessary changes.)**

.....

5. The man's bag was kept on the table. **(Change the singular nouns to plural nouns. Make other necessary changes.)**

.....

6. We would like to buy these shirts. **(Change the plural nouns to singular nouns. Make other necessary changes.)**

.....

## B Fill in the blanks with the correct options from brackets.

1. My ..... (feet/foot) are aching.
2. Many of Sadhna's ..... (cup/cups) have broken.
3. Ms Kashyap owns two \_\_\_\_\_ (estates/estate) in Indore.
4. Jyotsna met her two \_\_\_\_\_ (brother-in-laws/ brothers-in-law) last night.
5. The sparrow was carrying a \_\_\_\_\_ (leaf/leaves) in its beak.
6. Don't wear the white \_\_\_\_\_ (trousers/trouser) in the rain.

7. The \_\_\_\_\_(aircrafts/aircraft) was taking off half an hour late.
8. Mr Puri's \_\_\_\_\_(baby/babies) was crying all night.

**C Rewrite the given sentences correctly.**

1. Much birds come to my balcony in the evening.

.....

2. Many sands went into my shoes while walking on the beach.

.....

.....

3. Tanvi bought two salts from the market.

.....

4. Mrs Nandi has a few furnitures.

.....

5. Madhavi has had four teas since the morning.

.....

6. Sukanya has wavy hairs.

.....

7. Few waters have leaked out of the pipe.

.....

8. Several woman were jogging in the park.

.....

# Worksheet 5

**A** Match the nouns of masculine gender in column A with the nouns of feminine gender in column B.

- A**
1. merman
  2. waiter
  3. fox
  4. husband
  5. monk
  6. lord

- B**
- a. nun
  - b. mermaid
  - c. lady
  - d. wife
  - e. waitress
  - f. vixen

**B** For every common noun given below, there is a related noun of neuter gender in the box. Write them in the blanks.

1. author \_\_\_\_\_
2. scientist \_\_\_\_\_
3. plumber \_\_\_\_\_
4. driver \_\_\_\_\_
5. pianist \_\_\_\_\_
6. librarian \_\_\_\_\_
7. child \_\_\_\_\_
8. gardener \_\_\_\_\_

science cars flowers books piano library pipe toys

# Worksheet 6

## A Fill in the blanks with suitable pronouns.

1. The students returned home late. \_\_\_\_\_ were stuck in the rain for long.
2. Sarika and I travel by metro. \_\_\_\_\_ is a faster mode of travel for \_\_\_\_\_.
3. Tarun hates onions. \_\_\_\_\_ is allergic to \_\_\_\_\_.
4. When I walked into the airport, the guard asked \_\_\_\_\_ to show him my passport.
5. If I lend you my book, it does not mean it is \_\_\_\_\_ to keep.
6. My father presented me with a sweater. \_\_\_\_\_ presented \_\_\_\_\_ with a pair of socks as well.

## B Fill in the blanks by choosing the correct reflexive pronouns from brackets.

1. I do not want to drown \_\_\_\_\_ (himself/myself) while swimming.
2. The children were proud of \_\_\_\_\_ (themselves/yourself) after winning the match.
3. Some students do not need tutors and can study by \_\_\_\_\_ (themselves/ourselves).
4. If we care only about \_\_\_\_\_ (itself/ourselves), we will be called selfish.
5. You have to look after your pet because it cannot take care of \_\_\_\_\_ (itself/yourself).
6. Daksh does not want to buy new clothes for \_\_\_\_\_ (themselves/himself) at Diwali.
7. Neeli was looking at \_\_\_\_\_ (herself/itself) in her class photograph.
8. The professor said to the class, 'You should work hard for \_\_\_\_\_ (yourself/yourselves). No one can do it for you.'

# Worksheet 7

## **A** Join each pair of sentences using a suitable relative pronoun.

1. The book is kept on the table. It is a gift from Mohini.

.....

2. My uncle drives a red car. He is a professor.

.....

3. Give me the book. It has pictures of elephants in it.

.....

4. She is Rani. I met her at the concert.

.....

5. A clerk gave me this letter. I need to meet him.

.....

## **B** Rewrite the following sentences correctly.

1. Give me the document whom I am looking for.

.....

2. Ms Nair is the woman which donated a large sum of money to the charity.

.....

.....

3. The man whom mother died last week is a distant relative of mine.

.....

.....

4. Dhara wants to go to the tailor who mother is a famous fashion designer.

.....

.....

5. The painting whom is hanging on my bedroom wall was made by my sister.

.....

.....

# Worksheet 8

## A Fill in the blanks with the correct pronouns from brackets.

1. \_\_\_\_\_ are the people who were waiting for the bus. \_\_\_\_\_ is the bus they were waiting for. (That/Those)
2. \_\_\_\_\_ is the book I wanted and \_\_\_\_\_ are the CDs you had asked for. (this/these)
3. \_\_\_\_\_ is the song we danced to and \_\_\_\_\_ are the singers who sang it. (this/these)
4. \_\_\_\_\_ is the teacher who asked me difficult questions. \_\_\_\_\_ are the questions she asked. (These/That)
5. \_\_\_\_\_ is the hen that has fallen sick and \_\_\_\_\_ are the hens that must have caught the infection. (those/this)

## B Rewrite the following sentences as questions using interrogative pronouns. The interrogative pronouns should refer to the words in red.

1. **Shekhar** is listening to Assamese songs.

.....

2. We should give **some money** to the poor.

.....

3. Mr Lodhi was waiting for **his wife** at the park.

.....

4. Shikha wants to buy **pansy flowers** from the market.

.....

5. **Dipali** is the owner of that stall.

.....

6. Farah is **Mrs Ali's** daughter.

.....

# Worksheet 9

**A** Tick (✓) the correct verbs from brackets to complete the sentences. Write whether they are used as main verbs or helping verbs.

1. Nakul (was/were) feeling dizzy after the ride. \_\_\_\_\_
2. Nadia and Aami (were/was) building sandcastles. \_\_\_\_\_
3. Avinash (has/have) a lot of work at home. \_\_\_\_\_
4. How (are/is) you going to the office today? \_\_\_\_\_
5. (Has/Have) you seen Raghu since yesterday? \_\_\_\_\_
6. I (were/was) jogging in the park. \_\_\_\_\_

**B** Circle the incorrect verbs in the following sentences. Write the correct forms of the verbs in the blanks provided. Write *no mistake* if the verb in a sentence is correct.

1. The gardens in Delhi is well maintained. \_\_\_\_\_
2. A lot of people has left this building after the fire. \_\_\_\_\_
3. Aastha wants to visit the museum today. \_\_\_\_\_
4. The ministers attends this ceremony every year. \_\_\_\_\_
5. Tanuja often travel by train. \_\_\_\_\_

**C** Underline the transitive verbs and circle the intransitive verbs in the following sentences.

1. The lady crossed the bridge in a hurry.
2. Snehal danced to a beautiful song.
3. Margaret wanted pens.
4. Tarak slept on the floor yesterday.
5. Don't ask me too many questions.

# Worksheet 10

## A Complete the passage by filling in the blanks with correct options from brackets.

\_\_\_\_\_ (My/Mine) sister Juhi was six years old. \_\_\_\_\_ (His/Her) friends would often come to \_\_\_\_\_ (ours/our) house to play with her. The \_\_\_\_\_ (small/high) backyard we had would become the playground for Juhi and her friends. \_\_\_\_\_ (Dull/Colourful) toys would litter the place \_\_\_\_\_ (twelve/five) evenings a week. \_\_\_\_\_ (Lot/Some) flower bushes grew near the gate and the kids would pretend \_\_\_\_\_ (this/these) gate to be the door of heavens. I would sit and watch Juhi and her friends play. The \_\_\_\_\_ (sweet/bitter) memories of \_\_\_\_\_ (that/those) days shall never leave me.

## B Fill in the blanks by choosing the correct adjectives from the box.

German      creaky      three      delicious      tall  
enough      new      curly      talented      that

1. Mahendra Singh Dhoni is a \_\_\_\_\_ cricketer.
2. I ate the \_\_\_\_\_ cake Chitra had baked.
3. Mr Kruger is a \_\_\_\_\_ citizen.
4. Gayatri has \_\_\_\_\_ hair.
5. \_\_\_\_\_ car broke down yesterday.
6. My exams are \_\_\_\_\_ weeks away.
7. The \_\_\_\_\_ building shattered in the earthquake.
8. You have not put \_\_\_\_\_ sugar in the tea.
9. This door is \_\_\_\_\_.
10. Sadhna wants a \_\_\_\_\_ pair of shoes.

# Worksheet 11

Rewrite the following sentences correctly.

1. Karim runs fastest than Kunal.

.....

2. Birbal was the more loyal minister in Akbar's court.

.....

3. Mr Patnaik is an oldest man in our office.

.....

4. Chetna scored the most highest marks in her class.

.....

5. Sravasti is the most poorest at studies.

.....

6. Pranati has the curlier hair in her family.

.....

7. Giraffes are tallest than deer.

.....

8. Don't make me more angrier than I already am.

.....

9. Vanya is more better at grammar than her sister.

.....

10. The cheetah is fastest animal on land.

.....

# Test 1

## A Write the plurals of the following nouns.

- |              |       |                  |       |
|--------------|-------|------------------|-------|
| 1. wolf      | _____ | 5. sister-in-law | _____ |
| 2. bush      | _____ | 6. family        | _____ |
| 3. hero      | _____ | 7. valley        | _____ |
| 4. passer-by | _____ | 8. photo         | _____ |

## B Write the noun of opposite gender beside each given noun.

- |                |       |            |       |
|----------------|-------|------------|-------|
| 1. master      | _____ | 5. waiter  | _____ |
| 2. vixen       | _____ | 6. peahen  | _____ |
| 3. bull        | _____ | 7. host    | _____ |
| 4. maidservant | _____ | 8. poetess | _____ |

## C Complete the sentences using pronouns.

1. This bag is \_\_\_\_\_, Where is \_\_\_\_\_?
2. Are these gloves \_\_\_\_\_? Rajat found \_\_\_\_\_ under the table.
3. A snake never bites \_\_\_\_\_, (reflexive pronoun)
4. Where are the books \_\_\_\_\_ I have been looking for?
5. Neha's grandmother came to visit \_\_\_\_\_,
6. \_\_\_\_\_ is that person?

## D Fill in the blanks with suitable forms of the adjectives given in brackets.

1. Which is the \_\_\_\_\_ place in the world? (hot)
2. Jupiter is the \_\_\_\_\_ planet in the solar system. (big)
3. His handwriting is \_\_\_\_\_ than his brother's. (good)
4. My bag is \_\_\_\_\_ than yours. (heavy)
5. Of the two lessons, I will learn the \_\_\_\_\_ one first. (easy)
6. He is the \_\_\_\_\_ runner of his team. (bad)

**E** Fill in the blanks by forming abstract nouns from the words given in brackets.

1. Please give me \_\_\_\_\_ about the trains from Delhi to Mumbai. (inform)
2. The \_\_\_\_\_ of players depends on their performance. (select)
3. The \_\_\_\_\_ of a stranger saved my life. (kind)
4. Hard work is the key to \_\_\_\_\_ . (succeed)
5. Edward refused to follow the doctor's \_\_\_\_\_ . (advise)
6. There is no \_\_\_\_\_ of rain today. (possible)
7. Take \_\_\_\_\_ in being yourself. (proud)

**F** Fill in the blanks with *I* or *me*.

1. Iqbal and \_\_\_\_\_ went to my uncle's house.
2. My uncle dropped Iqbal and \_\_\_\_\_ to the swimming pool.
3. Iqbal and \_\_\_\_\_ met Mrs Gupta there.
4. In the evening, my mother and \_\_\_\_\_ went out for dinner to Mrs Gupta's house.
5. Mrs Gupta made mushroom soup for my mother and \_\_\_\_\_.

**G** Underline the correct verbs from those given in brackets.

1. My father always (burns/burn) the toast.
2. Hamid said, 'Father, I (want/wants) to have a cold drink.'
3. 'Nilam, you (is/are) always late!' grumbled John.
4. Small seeds (grow/grows) into tall trees.
5. Where (has/have) Toto gone?



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