

# Self-Assessment

Complete the test to find out how much you already know.

**A Underline the adverbs in these sentences. (8x1)**

1. The first bicycle I owned was really small.
2. Sam plays energetically on the field.
3. Rohan yelled loudly as he swung his bat.
4. Roopa is a very good friend of mine.
5. The cake was extremely tasty.
6. Even though the room was dark, Tarun searched carefully for his keys.
7. Selena sang beautifully for the happy fans.
8. Riya wore her new uniform proudly.

**B Fill in the blanks with the correct words. (8x1)**

1. The players \_\_\_\_\_ going to have ice cream after their practice session. (is, are)
2. Kiran \_\_\_\_\_ about to leave when it started raining. (was, were)
3. Sam \_\_\_\_\_ one of the best students in the class. (is, are)
4. The students \_\_\_\_\_ excited to see their team win. (was, were)
5. Sunitha \_\_\_\_\_ here when I arrived. (was, were)
6. Where \_\_\_\_\_ your cousins live? (do, does)
7. The students \_\_\_\_\_ one of the best English teachers this year. (has, have)
8. My family \_\_\_\_\_ on a trip every year. (go, goes)

**C Identify the tense of the verbs in these sentences. (8x1)**

1. Lori had moved here from Japan last year.
2. They will be living in the house next to ours.
3. She is going for a film tomorrow.
4. He was waiting for the doctor.
5. You will have learnt Hindi by the time you return.
6. The old cottage had been a sweet home.

## Features Highlighted

A Self-Assessment Test helps determine the learner's competency level

# 17

## Was, Were



### Let's Get Started

Circle the doing words which show what Ela did *yesterday*.

Yesterday, Ela was in the toy store with her mother. There were colourful cars and pretty dolls. Ela was very happy. Tomorrow is Ela's birthday. 'I want a pretty doll and a cake,' she tells Mother.



Read these sentences.

She **was** in Mumbai.

She **is** in Mumbai.

The zoo keeper **was** ill.

The zoo keeper **is** ill.

I **was** late for school.

I **am** late for school.

The fruits **were** in the bowl.

The fruits **are** in the bowl.



*Is, am, are* tell us about the state of things now.

*Was* and *were* tell us how or what something was before.

We use *was* to talk about one person or thing.

We use *were* to talk about more than one person or thing.

### Features Highlighted

Let's Get Started acts as an introduction to the topic

## Kinds of Nouns

Nouns can be of different types.

**Proper nouns** are individual names of persons, places, animals or things.

**Example:** *Neil Armstrong* was the first man to walk on the moon.

Proper nouns include the names of persons, buildings, streets, towns, cities, countries, monuments, oceans, rivers, continents, days, months, festivals, subjects, newspapers and magazines.

**Common nouns** are names of persons, places, animals and things that are common to everyone or everything belonging to that group.

**Example:** *The cows* are grazing in the *field*.

**Collective nouns** are words that name a group of persons, places, animals or things which are thought of as a single unit.

**Examples:** *a murder of crows, a choir of singers, a pack of wolves, a pride of lions, a bunch of grapes*

**Abstract nouns** are names of things that do not have a material form. They refer to the name of ideas, concepts, feelings and events. We cannot see, hear, smell, taste or touch them.

**Examples:** *truth, honesty, confidence, idea, justice, responsibility, hope, childhood*

**Concrete nouns** are names of things that have a material form. We can experience them through our five senses. We can see, hear, smell, taste and touch them.

**Examples:** *chair, hair, scooter, keyboard, sugar, oil, smoke*

## Nouns: Countable and Uncountable

Common nouns can be countable or uncountable.

Nouns which can be counted are called **countable nouns**.

**Examples:** *students, men, cows, cities, stars*

Nouns which cannot be counted are called **uncountable nouns**.

**Examples:** *water, sugar, wind, hope, juice*

### Grammar Bytes

Proper nouns begin with capital letters.

Common nouns begin with small letters except when they are used to begin a sentence.

### Grammar Byte

Abstract nouns can be formed by adding suffixes like *-ship, -ment, -dom, -ness* and *-ity* to the nouns, verbs and adjectives.

*friend + -ship = friendship*

*judge + -ment = judgement*

*firm + -ness = firmness*

## Features Highlighted

Grammar Bytes highlight additional facts related to the topic

6. Some nouns which end in -s take a singular verb.

**Examples:** *Gymnastics is an Olympic sport.*  
*Physics is my favourite subject.*

7. We use a plural verb with quantifiers such as *both*, *few*, and *many*, while *much* always takes a singular verb.

**Examples:** *Both Sonam and Sheena learn vocal music.*  
*A few volunteers have already started working with the families of cancer patients.*  
*Many are still waiting for the ship to arrive.*  
*Much water has flown under the bridge.*

8. When two or more subjects in the singular are joined by the conjunctions *either*, *neither*, *neither...nor*, *either ... or*, or *and*, the singular verb is used.

**Examples:** *Either Rahul or Shyam is responsible for the mistake.*  
*Neither the apple nor the pear is fresh.*

9. However, when *either ... or*, *neither ... nor* are used with two subjects, one of whom is different from the other in number or person, the verb agrees with the subject nearest to it.

**Examples:** *Either the king or the princes are leading the army in battle today.*  
*Either the twins or their friend is bringing the wickets for today's match.*  
*Either you or she is the creator of this painting.*

10. Titles of books, magazines and films, even if they contain plural nouns, take a singular verb.

**Examples:** *A Flight of Pigeons by Ruskin Bond is a delightful book.*  
*The Express News is read by a lot of people in north India.*

11. Words or phrases for money, time and distance take a singular verb.

**Examples:** *Rs 200 is enough for a child's weekly pocket money.*  
*Three weeks is not enough to complete this assignment.*  
*Five kilometres is a long distance to walk in this humid weather.*

12. Singular nouns that represent an entire class or are plural in meaning take a singular verb.

**Examples:** *The family is returning tomorrow.*  
*The church choir sings two hymns at the end of the service.*  
*Our class is going for an excursion today.*  
*The committee has agreed to meet next Monday.*



13. When the subject has two nouns or pronouns joined by connectors like *as well as*, *with*, *along with*, *in addition to*, and *together with*, the verb agrees with the first one.

**Example:** *The captain, as well as his teammates, is happy with the score.*

14. When words like *each* or *every* are used before a noun, the verb is singular. When *each* and *every* are joined with *and* before a noun, then too, the verb is singular.

**Examples:** *Each day brings fresh possibilities.*

### Watch Out!



*One of the cakes has spoiled.* [✓]  
*One of the cakes have spoiled.* [✗]

If there are more than one nouns in a sentence, we sometimes mistakenly make the verb agree with the noun nearest it. We should make sure that the verb agrees with the subject.

*The weight of these boxes is higher than the allowed limit.* [✓]  
*The weight of these boxes are higher than the allowed limit.* [✗]

*The playfulness of the two children is amusing.* [✓]  
*The playfulness of the two children are amusing.* [✗]

### Features Highlighted

Watch Out! lists common errors and exceptions to rules acquisition

**H Underline the compound nouns in these sentences.**

1. I read the newspaper in the morning.
2. Jane broke my teacup accidentally.
3. I was in my bedroom when the doorbell rang.
4. The magician stood under the spotlight.
5. My mother took away the matchbox from my little brother.
6. Farida bought a beautiful handbag for herself.
7. This writing desk belonged to my great-grandmother.
8. I learnt to make pasta from my aunt's cookbook.



**I Make four compound nouns using the given words. One of each has been done for you.**

1. **hair:** hairpin, \_\_\_\_\_
2. **tea:** teapot, \_\_\_\_\_
3. **book:** bookworm, \_\_\_\_\_
4. **table:** tablecloth, \_\_\_\_\_
5. **ball:** football, \_\_\_\_\_
6. **tooth:** toothache, \_\_\_\_\_



**Don't Forget!**

1. A proper noun is the special name of a person, place, animal or thing.
2. A common noun is the name given to all persons, animals or things of the same class or kind.
3. An abstract noun is the name of an idea, feeling or state.
4. A collective noun is the name given to a collection of things.



**Let Us Write**

**Read this paragraph about two friends. Underline the nouns and identify their types.**

Childhood is the best time of our lives. Children find it easy to make friends. Madhu and Rama had a large group of friends, but the two were the closest. When they were together, their laughter could always be heard. They often argued too. They shared secrets with each other. But after a few years, Madhu's father was transferred to another city and Madhu had to leave. But the friends promised to write letters to each other and stay in touch.

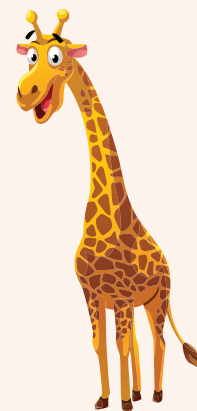
**Features Highlighted**

Don't Forget! does a quick recap of the important points in the unit  
Let Us Write includes guided and independent writing tasks related to the unit

# Test 3

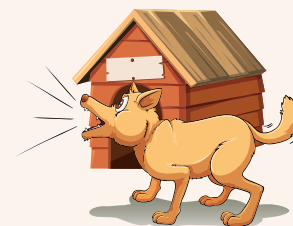
## A Join the sentences using **and**, **but**, or.

1. This is Sam. That is Bill.
2. I am weak. He is strong.
3. He wakes up in the morning. He gets ready for school.
4. Is this a kangaroo? Is this a giraffe?
5. This table is round. That table is square.



## B Fill in the blanks with the correct words.

1. Don't stand \_\_\_\_\_ (on/in) the table.
2. The kennel is \_\_\_\_\_ (behind/in) the dog.
3. I am waiting \_\_\_\_\_ (at/over) the station.
4. My clothes are \_\_\_\_\_ (in/on) the cupboard.
5. Tom is hiding \_\_\_\_\_ (behind/on) the car.
6. The boy dived \_\_\_\_\_ (on/into) the swimming pool.
7. All my toys are \_\_\_\_\_ (in/over) the bag.
8. She poured tea \_\_\_\_\_ (under/into) the cup.



## C Rewrite the sentences by adding capital letters, full stop, comma and question mark.

Sarah and Saurav are talking about their day at school.

**Sarah:** i had a very long day. we got lots of homework how was your day



Nowadays, we communicate with each other over the phone, through video calls and instant messaging. However, there are still times when we need to write letters. It is important to know the different types of letters and how to write them.

### Informal Letters

Informal letters are written to friends, members of your family or acquaintances.

Read this sample informal letter. Notice the format and the different parts of the letter.

**Write a letter to your friend congratulating her on her success in the State Quiz Competition finals.**

Jai Bharat Nagar, Bengaluru - 560044	←	Sender's Address
24 May 2020	←	Date
Dear Priyanka,	←	Salutation
I was delighted to read in the newspaper that you secured first place in the State-Level Quiz Competition. Congratulations! You've always been good at remembering facts and information. May you reach even greater heights! My parents and brother also send their best wishes.	←	Message
Do convey my regards to your parents.		
Yours affectionately,	←	Subscription
Neetu	←	Signature

### Formal Letters

Formal letters are official letters. It is important to use correct formats, keep to the point and maintain the appropriate tone in such letters.

Read this sample formal letter. Notice the format and the different parts of the letter.

**Write a letter to a book publisher, placing an order for books.**



**Read this story.**

‘Far away,’ continued the Prince’s statue in a low musical voice, ‘far away in a little street, there is a poorhouse. One of the windows is open, and through it I can see a woman sitting at a table. Her face is thin and worn, and she has rough, red hands, all pricked by the needle, for she is a seamstress. She is embroidering passion flowers on a satin gown for the loveliest of the Queen’s maids-of-honour to wear at the next Court ball. In a bed, in the corner of the room, her little boy is lying ill. He has a fever and is asking for oranges. His mother has nothing to give him but river water, so he is crying. Swallow, Swallow, little Swallow, won’t you take the ruby out of my sword hilt and give it to her? My feet are stuck to this pedestal and I cannot move.’

‘My friends wait for me in Egypt,’ said the Swallow. ‘They are flying up and down the Nile and talking to the large lotus flowers. Soon they will go to sleep in the tomb of the great King. The King is there himself in his painted coffin.’

‘Swallow, Swallow, little Swallow,’ said the Prince, ‘won’t you stay with me for one night and be my messenger? The boy is so thirsty and the mother so sad.’

‘I don’t think I like boys,’ answered the Swallow. ‘Last summer, when I was staying on the river, there were two rude boys, the miller’s sons, who were always throwing stones at me. They never hit me, of course – we swallows fly far too well for that – but still, it was a mark of disrespect.’

But the Happy Prince looked so sad that the little Swallow was sorry. ‘It is very cold here,’ he said, ‘but I will stay with you for one night and be your messenger.’

‘Thank you, little Swallow,’ said the Prince.

**A Answer these questions.**

1. Describe the poor woman.
2. What is the woman doing?
3. Who is the little boy? What is he doing?
4. What does the Prince ask the Swallow to do?
5. Where are the Swallow’s friends? What does he say they are doing there?
6. Why doesn’t the Swallow like little boys?
7. What does the Swallow think was a ‘mark of disrespect’?
8. What does the little Swallow finally agree to do?





## Nominalization

You know that other parts of speech can be converted to their noun forms. This is known as nominalization.

**Examples:** *happy* → *happiness* (adjective to noun)  
*fly* → *flight* (verb to noun)

### A Fill in the blanks with the noun forms of the words in bold.

- Darjeeling is a **beautiful** hill station.  
Darjeeling is a hill station of great **beauty**.
- We must work hard to be **successful** in life.  
 We must work hard to find \_\_\_\_\_ in life.
- Although Rita didn't receive formal schooling, she is a highly **intelligent** child.  
 Although Rita didn't receive formal schooling, she is blessed with great \_\_\_\_\_
- I feel **strong** when I hear my mother's inspiring words.  
 I find \_\_\_\_\_ in my mother's inspiring words.
- By taking care of my three-year-old niece, I seem to have become a more **responsible** person.  
 Taking care of my three-year-old niece seems to have instilled more \_\_\_\_\_ within me.
- Mr Sharma was **proud** of his daughter's performance.  
 His daughter's performance was a matter of great \_\_\_\_\_ for Mr Sharma.
- The principal announced that the position of a computer teacher was **vacant**.  
 The principal announced that there was a \_\_\_\_\_ for the position of a computer teacher.
- The police **pursued** the thief at great speed.  
 The police was in hot \_\_\_\_\_ of the thief.
- It is important to **obey** our parents and teachers to be disciplined in life.  
 \_\_\_\_\_ to our parents and teachers is important to be disciplined in life.



## Prefixes

A **prefix** is a group of letters added at the beginning of a word.

A prefix changes the meaning of the word.

**Examples:** cover – *discover*, turn – *return*, circle – *semicircle*

The new words are not the opposites of the original words, but are new words with different meanings.

Prefixes also help us to form antonyms.

Some common prefixes used to form antonyms are *un-*, *im-*, *dis-*, *in-*, *il-* and *ir-*. Look at this table.

<b>un-</b>	<b>dis-</b>	<b>il-</b>
intentional – unintentional able – unable acceptable – unacceptable bearable – unbearable	appear – disappear courage – discourage obey – disobey continue – discontinue	literate – illiterate legal – illegal liberal – illiberal legible – illegible
<b>im-</b>	<b>in-</b>	<b>ir-</b>
patient – impatient partial – impartial possible – impossible balance – imbalance	visible – invisible formal – informal ability – inability complete – incomplete	responsible – irresponsible reparable – irreparable regular – irregular reversible – irreversible

**A** Use prefixes to form the antonyms of the words in bold. Then, rewrite the sentences.

1. The class monitor is very **responsible**.
2. The information given to us is **accurate**.
3. It is **likely** that Raman will meet us today.

# 4

## Countable and Uncountable Nouns

### Key Concepts

- Nouns which can be counted are called countable nouns.
- Nouns which cannot be counted are called uncountable nouns.
- Singular nouns tell us about one person, place, animal or thing.
- Plural nouns tell us about more than one person, place, animal or thing.
- Plurals of some nouns are formed by changing the whole word. They are called irregular nouns.

### Method

1. Start your session by asking students to name a few things that can be counted and a few things that cannot be counted.
2. Then ask students to open their books to pg. 18 and do the 'Let's Get Started' task.
3. Discuss the answers with the students.
4. Tell students that nouns which can be counted are called countable nouns. For example, 'bananas', 'baskets', and 'oranges'.
5. Tell students that the nouns which cannot be counted are called uncountable nouns. For example, 'oil', 'juice', and 'milk'.
6. Next, draw the table given below on the board. Ask students to observe it carefully.

Types of Uncountable Noun	Examples
liquids	water, oil
powders	flour, sugar
materials	wood, plastic
abstract nouns	love, courage
food	rice, bread, butter

7. Tell students that items like liquids, powders, materials, food, as well as abstract nouns, cannot be counted. They are uncountable nouns.
8. Now draw the table given below on the board and ask students to read both columns.

Column A	Column B
a cheese	a slice of cheese
a water	a bottle of water
a salt	a packet of salt
an oil	a can of oil